

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.



III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

III.A.1.a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

Leeward CC assures the integrity and quality of its programs and services by employing people who, by education, training, and experience, are qualified to provide or support the college's student learning programs and services and improve its institutional effectiveness. All positions at the college are designed to be aligned with the Leeward CC mission, and job descriptions ensure positions support the six principles of the mission, which include access, teaching and learning, workforce development, personal development, community development, and diversity. At the college, personnel positions include executive and managerial; faculty; administrative, professional, and technical (APT); and civil service.

Position Descriptions

For executive and managerial positions, the University of Hawai'i Board of Regents (UH BOR) has authority to establish positions and can delegate that authority to the UH president. The UH Office of Human Resources (UH OHR) acts on the president's behalf in determining executive and managerial classification and ensuring that each position's duties and responsibilities are in accordance with organizational and functional statements ([IIIA-1](#) and [IIIA-2](#)).

For faculty positions, the UH BOR defines personnel criteria ([IIIA-1](#)), and the UH community colleges (UHCC) provide a faculty classification plan ([IIIA-3](#)). This plan defines the primary and other responsibilities of faculty, as well as faculty classification ranks. In addition, the Office of the Vice President for Community Colleges maintains a listing of minimum qualifications for faculty positions, a listing agreed upon by all vice chancellors for academic affairs in the UHCC system. This listing establishes a consistent standard for each academic discipline and type of position, including credit, non-credit, instructional, and non-instructional. Minimum levels of education in a field, related work experience, and special considerations, such as rating, license, and certification, are also identified in this listing ([IIIA-4](#)).

For APT, the UH BOR defines the personnel criteria ([IIIA-1](#)), and the UH system provides a classification and compensation plan for such personnel ([IIIA-5](#)). This plan defines classification, position descriptions, and compensation based on four bands or levels of work complexity. Within each band, the UH OHR establishes career group designations, position classifications within each career group, and possible duties and responsibilities for each group.

For civil service positions, the UH system provides a classification and compensation plan for such personnel ([IIIA-6](#)). This plan provides a systematic means to describe civil service positions. Qualifications, however, are determined by the state civil service system and are based on job classification specifications.

Recruitment

The college follows competitive recruitment processes to ensure that the most qualified applicants are selected based on appropriate education, training, and experience. The college adheres to recruitment policies and procedures set forth by the UH BOR for executive and managerial personnel ([IIIA-1](#)) and by the UH system for faculty and APT personnel ([IIIA-7](#)). These policies and procedures are publicly available on the UH administrative procedures information system ([IIIA-8](#)). Along with providing procedures for recruitment and selection, these policies include checklists to ensure that all necessary steps are followed in the hiring process. These steps include an interview of qualified candidates, review of transcripts, and verification of past job experience by deans and directors.

Job advertisements are published online at *Work at UH* ([IIIA-9](#)), in the local newspaper *Honolulu Star Advertiser*, and in *The Chronicle of Higher Education* for designated executive and managerial positions. Job advertisements might also be placed in other publications. For example, adhering to a UH policy on nondiscrimination and affirmative action ([IIIA-10](#)), the equal employment opportunity director for the community colleges generates an annual report that provides information about what groups of people are underrepresented, and this report helps the college determine if job advertisements might be placed elsewhere to reach specific populations of underrepresented groups.

To help substantiate an applicant's minimum qualifications, the college requires official transcripts from institutions accredited by recognized U.S. accrediting agencies, training certifications, and/or personal statements for executive and managerial, faculty, and APT positions. If a transcript is from a non-U.S. institution, the college's Human Resources office (HRO) has the transcript translated with assistance from local experts. A degree from a non-U.S. institution is recognized only if equivalence can be established. A mandatory recruitment requirement for all UH BOR appointees is the submission, at the time of employment, of original transcripts indicating the satisfaction of academic credentialing for the position being hired.

The employment qualifications of civil service applicants are verified by the state's civil service system and matched to the posted position.

Applicants for all positions who meet the minimum qualifications have their qualifications quantitatively assessed in terms of desirable qualifications to determine interview priority. Applicants for faculty positions are often asked to demonstrate effective teaching. This is judged in various ways, which could include examples of scholarly endeavors, peer evaluations, letters of recommendation, and references, which are reviewed as indicators of an applicant's character, experience, and qualifications. Teaching experience and evidence of effective teaching are also often included in the desirable qualifications.

For faculty candidates, the desirable qualifications are the primary avenue through which information on the candidate's scholastic accomplishments and potential relevance to the position is determined. The desirable qualifications are normally determined by faculty members in the discipline and/or by surveying similar positions across the nation.

Interview Process

A screening committee must have at least one faculty member who has subject matter expertise besides being gender and ethnically representative. Interview questions must be job related, non-discriminatory, and fair. Questions must be designed to solicit information that will enable further assessment of the applicant's background and potential to perform the required duties and responsibilities of the position. Applicants may be asked to demonstrate effective and pertinent job-related skills or knowledge by responding to hypothetical questions or hands-on exercises, such as an impromptu teaching scenario, to demonstrate their academic knowledge, instructional capabilities, and professional demeanor.

The appropriate administrator reviews the recommended list of applicants, ordered by preference. A dean or vice chancellor may conduct a personal interview with the finalist(s) to verify qualifications for compensation. Checks with current and former employers may be conducted to confirm periods of employment, official titles, duties and responsibilities, work habits and attitudes, and reasons for termination. Compensation and starting dates are determined in conjunction with the HRO.

The HRO conducts a review of all applications and supporting documents for completeness and initial credential screening and to ensure that hiring procedures are consistently applied. The applications are not released to the screening committee until committee member composition (for example, gender, ethnicity, subject matter expertise, and campus representation), interview questions, and scoring rubrics are approved, and all committee members have undergone interview training. After the screening committee has made its recommendations, the committee worksheets and documents are reviewed for procedural and equal employment opportunity/affirmative action compliance. If a potential concern or discrepancy is identified, the committee is reconvened to address and correct the issue. Only those recommendations that are consistent with procedural safeguards are forwarded to the responsible executive for further review and exploration of possible employment. Prior to a formal offer of contingent employment, a procedural review focusing on salary and other work related considerations is made to ensure consistency and compliance with existing guidance and practices.

Currently the college does not include in job announcements specific criteria and qualifications for hiring faculty and staff involved in offering DE. Faculty members who teach through DE are selected from existing faculty and must satisfy the same qualifications that exist for their traditional classroom counterparts. During the recruitment process, instructional divisions may, but are not required to, identify qualifications for teaching DE courses. If those qualifications are

identified, they are included as desirable qualifications. For example, a job advertisement may include the following statement: “May include instructional assignments involving DE.” In addition, the college does not require specific personnel with DE experience to be involved in the recruitment of new personnel.

In 2011, the DE Committee in collaboration with the Educational Media Center (EMC) began to develop a strategic plan specifically to address DE issues at Leeward CC. This plan has been vetted with the campus community and administration in the spring of 2012 and was approved by Faculty Senate in May 2012 ([IIIA-11](#)). As part of this plan, a number of specific tactics have been identified including developing formal criteria, qualifications, and procedures for the recruitment and selection of personnel involved in DE.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college is effective in its adherence to all applicable federal, state, and UH policies and procedures that govern classification, recruitment, appointment, and compensation of personnel, ensuring that positions at the college are consistent with positions within the UH system. In addition, the college’s HRO provides safeguards to assure that hiring procedures are consistently applied.

Actionable Improvement Plans

None.

III.A.1.b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Descriptive Summary

Employees at the college are evaluated systematically and at regular intervals to assess their effectiveness and to determine areas for improvement. Guidelines for evaluation are clearly defined in UH system and UH BOR policies ([IIIA-1](#) and [IIIA-12](#)) and in bargaining unit agreements ([IIIA-13](#)).

Executive and Managerial Evaluation

For executive and managerial personnel, the UH president establishes the criteria and procedures for performance evaluation ([IIIA-1](#)). All such personnel undergo an annual evaluation by a supervisor during the March-June timeframe. In addition, the UH HRO requires all executive and managerial personnel to undergo a “360 assessment,” a confidential and anonymous survey completed by peers, subordinates, and other individuals with whom the executive or managerial employee works with or supports. In this survey, the employee is rated on leadership, relationships,

planning, decision making, problem solving, organizational abilities, as well as equal employee opportunity/affirmative action and safety issues. Survey results are consolidated and forwarded to the employee for review and self-evaluation. After the completion of the assessment, executive and managerial personnel discuss the outcomes with the chancellor.

Faculty Evaluation

For faculty personnel, the UH BOR sets forth the criteria for evaluation that has been agreed upon by the UH BOR and the University of Hawai'i Professional Assembly (UHPA), the exclusive bargaining agent for all faculty members of the UH system ([IIIA-13](#)). In addition, the UHCCs set forth procedures for contract renewal ([IIIA-14](#)) and tenure and promotion ([IIIA-15](#)). Faculty members submit information regarding the nature and extent to which they meet the stated criteria for their rank and are assessed for their strengths, weaknesses, overall performance, and candidacy for advancement. Depending on the action being considered—such as contract renewal, tenure, or promotion—a formal process is followed by appropriate departmental and administrative personnel, including a division chair or unit head, a division personnel committee, a tenure and promotion review committee, and/or an administrator. The faculty evaluation process provides an employee with recommendations for improvement and serves as the basis for goals to be achieved during the next evaluation period.

Tenured faculty members who do not apply for promotion are evaluated once every five years through a post-tenure review process as specified in the 2009-2015 UHPA Agreement ([IIIA-13](#)). This periodic evaluation monitors each tenured faculty member's efforts toward meeting the criteria of performance for his or her position and rank and provides an opportunity for peer input concerning professional development and continued improvement. Each academic year the HRO develops a list of the faculty members whose work has not been reviewed for contract renewal, promotion, tenure, or receipt of a merit salary increase during the preceding five years, and who are therefore due to have their professional activities reviewed. The vice chancellor of academic affairs will notify each faculty member on the list with a request to submit information on their work and/or activities to the appropriate division chair or unit head. The division chair or unit head will determine if the faculty member meets or does not meet expectations. If the faculty does not meet expectations, the division chair will work with the faculty member to develop an improvement plan.

Faculty members are encouraged to obtain summative feedback through student evaluations of the instructor and course. The college provides faculty who teach in face-to-face classes on campus with ten different evaluation forms, differing by academic field and by instructional mode ([IIIA-16 through IIIA-25](#)). These evaluations focus on instructional style, achievement of stated course objectives, and other considerations. Student evaluations are submitted anonymously and before the end of a semester. The results are then summarized by the college and provided to the faculty after grades are submitted ([IIIA-26](#)). The UH system also provides faculty with an electronic course and faculty evaluation system, eCAFE, which is an alternative to the paper-based evaluation system and which allows faculty to select survey questions ([IIIA-27](#)). The college's DE Committee has identified 16 recommended questions for DE courses ([IIIA-28](#)).

Faculty are also encouraged to obtain feedback through peer instruction evaluations ([IIIA-29](#)). The DE Committee provides faculty with a peer instruction evaluation form for DE courses as an alternative to the paper-based form ([IIIA-30](#)).

UHCC guidelines for contract renewal suggest that non-tenured faculty include a summary and brief discussion of student evaluation results since their last evaluation along with a copy of the student evaluations. These guidelines require that non-tenured faculty include at least two peer

evaluations for each semester being covered in the evaluation period, with at least one evaluation originating from faculty in one's discipline or area ([IIIA-14](#)).

UHCC guidelines for tenure and promotion, however, do not mention the inclusion of student or peer evaluation results; however, this inclusion is an expectation on the part of faculty and peer evaluators.

The college also offers mid-semester teaching assessments, which are voluntary and confidential. A trained facilitator conducts these formative assessments during the semester with a two-fold purpose of improving the students' learning environment and the instructor's teaching ([IIIA-31](#)).

Lecturers are not included in the UHCC guidelines for instructor evaluation. The Leeward CC division chairs have standardized the lecturer evaluation process for the Leeward CC campus. This process involves an annual review of peer evaluations, student evaluations, and a self-evaluation ([IIIA-32](#)).

Administrative, Professional and Technical Evaluation

For APT, performance evaluation is preceded by a review of the employee's work assignments, position description, and performance expectations. During the evaluation, a discussion occurs between the employee and his or her supervisor focusing on areas for potential growth, skill enhancements, and future opportunities ([IIIA-33](#)). Responses are then entered on an electronic version of the APT Evaluation Performance Form ([IIIA-34](#)). At the end of the rating period, the employee's supervisor makes an online assessment of competency, quality, and productivity. APT personnel who require performance improvement are counseled and provided professional growth opportunities; however, these employees may be released at any time within a three-year probationary period.

A performance rating is used to determine whether an APT employee has been able to meet expected standards and is eligible for continued employment. These ratings also afford an opportunity for an immediate supervisor to recognize an individual's excellent performance and nominate that person for a special compensation award in accordance with administrative procedures ([IIIA-35](#)).

Civil Service Evaluation

For civil service personnel, the performance evaluation process is similar to that of APT personnel. Under the Civil Service Performance Appraisal system, supervisors meet with employees at the beginning of the performance appraisal period to discuss job duties, expectations, requirements, and methods of evaluation. The employee is monitored and provided coaching, if needed. At the end of the appraisal period, employees are rated in terms of quality, quantity, and timeliness of work; reliability and initiative; relationship with others; and safe use of equipment ([IIIA-35](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that it evaluates all personnel (executive and managerial; faculty; APT; and civil service) through systematic processes. Evaluations are guided by written policies and procedures established by the UH system, the UH BOR, the state of Hawai'i, and appropriate bargaining units.

The UH system, the UH BOR, the state of Hawai'i, and union policies and procedures that

govern personnel evaluations and effectiveness of employees do not specifically address employees performing duties related to DE.

Actionable Improvement Plans

None.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Descriptive Summary

Faculty members are responsible for the creation and assessment of student learning outcomes (SLOs) for courses and programs. Programs at Leeward CC are defined as all certificates and degrees. In the past six years, each course and program has been reviewed and updated with SLOs. SLOs are created and assessed by faculty in a collaborative process that is described in detail in [II.A.1.c.](#) and [II.A.2.a.](#)

As explained in [Standard III.A.1.b.](#), the evaluation of faculty is formalized through UH policies and procedures. The faculty classification plan for the UHCC was revised in 2007 to include language pertaining to SLOs. The classification plan now states that, when appropriate, faculty are responsible for designing and assessing learning outcomes, providing evidence of student learning, and working to improve student achievement and success ([IIIA-3](#)). The UH BOR policies, however, clarifies that assessment is focused on institutional performance “rather than individual evaluation” ([IIIA-36](#)). The UHCC guidelines for non-tenured faculty include the statement that faculty provide a discussion on their teaching ability, which includes a discussion on their “effectiveness, learning outcomes, and student responses” to the faculty’s approaches ([IIIA-14](#)). The UHCC guidelines for tenured faculty state that faculty provide a discussion on the impact and contributions they have made toward achieving their professional goals and toward meeting their students’ needs ([IIIA-15](#)).

As such, when faculty are evaluated through the contract renewal and the tenure and promotion processes, they are expected to address their role in the assessment of SLOs. In May 2011, the Faculty Senate approved a statement on assessment, which recognizes the college’s commitment to engage in the ongoing assessment of SLOs ([IIIA-37](#)).

Leeward CC also approved the Policy on Assessment, which identifies the requirements and responsibilities for assessment at the college. Included in this policy is the statement that “all staff are required to participate within the scope of their job duties and responsibilities in the assessment of outcome measures for academic and support areas.” In addition, even personnel without specific assessment responsibilities are encouraged to participate in the assessment process ([IIIA-38](#)).

In 2006, the college identified **Planning Agenda 28** which focused attention on the need to dialogue about SLOs and their place in faculty evaluation. In addition, the planning agenda item recommended that a revision should be made to the guidelines for contract renewal and tenure and promotion to reflect an emphasis on producing SLOs. The planning agenda item also identified the need to standardize the lecturer evaluation guidelines.

The Faculty Senate has been the principle vehicle through which this dialogue has occurred. In May 2011, the Senate approved a statement on assessment, which recognizes the college's commitment to engage in the ongoing assessment of SLOs. This statement also was intended to provide clarification that "the faculty member is not assessed in the process" ([IIIA-37](#)). The college also drafted a policy on assessment, which identifies the requirements and responsibilities for assessment at the college. Included in this policy is the statement that "all staff are required to participate within the scope of their job duties and responsibilities in the assessment of outcome measures for academic and support areas." In addition, even personnel without specific assessment responsibilities are encouraged to participate in the assessment process ([IIIA-38](#)). Lastly, the division chairs have agreed on a standardized lecturer evaluation process ([IIIA-32](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that the UHCCs clarified the faculty member's responsibility in effectively assessing SLOs as a component of their evaluation. Also, the college has engaged in dialogue about this issue and has put forth a written statement and a policy on assessment.

In terms of the ACCJC's Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III because decision making includes dialogue about the results of assessment and program review and is purposely directed toward aligning college-wide practices improve student learning.

Actionable Improvement Plans

None.

III.A.1.d. The institution upholds a written code of professional ethics for all of its personnel.

Descriptive Summary

In terms of professional ethical standards, Leeward CC must adhere to two systems: the state of Hawai'i and UH. The state of Hawai'i Constitution mandates the creation of the state Ethics Commission ([IIIA-39](#) and [IIIA-40](#)). The commission is responsible for reviewing possible ethical violations, informing all state employees about ethical behaviors, and implementing new laws passed by the legislature. The college ensures that updated information about ethical behavior is communicated to all personnel in a timely manner. Every year, all employees at the college are required to read and sign a disclosure form from the state Ethics Commission. Every election year, UH and the state of Hawai'i Ethics Commission distribute reminders regarding political campaigns and guidelines that govern employees seeking political office.

While the state's ethics rules and regulations are comprehensive, the college is also subject to the ethics policies from UH. These policies specifically define ethics for educational needs, such as acceptable behaviors in the workplace, research areas, and student codes of conduct. In 1981,

UH issued Administrative Rules 20-2, Statement on Rights and Responsibilities of the University of Hawai'i Community ([IIIA-41](#)). The intent of this policy was to define impermissible behaviors along with the due process procedures should a violation occur. In 2009, UH further defined the conflicts of interest for university employees. In addition, the UHCC faculty senates adopted UHCCP 5.211, which defines the professional ethics for all community college faculty and which requires the college's chancellor to provide all new faculty with a copy of the policy ([IIIA-42](#)).

With the integration of technology into curricula and administrative work, UH adopted in 1999 a set of ethics under Executive Policy E2.210, Use and Management of Information Technology Resources ([IIIA-43](#)), which was revised in 2007 and 2009. This policy has specific provisions that apply to Information Technology specialists, especially specialists with system and network administrator responsibilities. Executive Policy E2.210 defines ethical behavior when managing technologies such as email, databases, and file servers. Information Technology specialists who work within these areas are required to read and sign to acknowledge the E2.210 policy. Furthermore, the UH Information Technology Office also provides yearly video meetings for all staff and holds special meetings following any security breach.

To preserve the integrity of the institutional data and database systems, all employees who require access to student-related information are required to read and sign a version of Executive Policy E2.214, Security and Protection of Sensitive Information, and information about the Family Educational Rights and Privacy Act before being given access to the data systems ([IIIA-44](#)). These forms are stored in the HRO. In 2006, a process was developed to identify faculty and staff who have access to the institution's student data systems. The OPPA also explains the E2.214 policy to faculty and staff who request data requiring student information ([IIIA-45](#)).

Self Evaluation

The college is performing at expectations for this standard. For this standard, the college follows current policies and procedures at the state and university levels regarding professional ethics.

Actionable Improvement Plans

None.

III.A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.

Descriptive Summary

Staffing levels at the college are initially determined by a complex process that depends on a review by the following external bodies: The executive and legislative branches of the state of Hawai'i, the UH system, and the UHCCs. Upon approval and allotment of staffing levels, all appropriated funds are allocated on a basis of full-time (FTE) equivalences and divided among the following employee categories: administrative, faculty, staff, and civil service. Position numbers and job descriptions are assigned to ensure compliance with system wide qualification guidelines.

The organizational structure of the college is determined by official UH organizational charts and functional statements ([IIIA-46](#)). Administrative Procedure A3.101, UH Organizational and Functional Changes, ([IIIA-47](#)) dictates amendments to these charts and statements.

Changes to staffing can be made through the Annual Program Review (APR) process that is described in [Standard I.B.3](#). One of the categories for prioritization is personnel – faculty and non-faculty positions can be requested. When positions are requested from the UH system, the prioritized planning list for personnel is referenced to determine campus priorities. A recent example is the request for a financial aid position. In 2010, several community college campuses had requested additional support in financial aid. The UHCC system re-allocated vacant position numbers to provide each community college with one additional financial aid APT position.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that staffing levels are determined and reviewed by several external bodies and are made explicit in organizational charts and functional statements. Divisions and support areas indicate their staffing needs in their APR planning lists for personnel, and these planning lists are prioritized for the entire campus.

Actionable Improvement Plans

None.

III.A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

III.A.3.a. The 3 institution establishes and adheres to written policies ensuring fairness in all employment procedures.

Descriptive Summary

As a part of the UH system, the college's primary policies and procedures are system generated beginning with the UH BOR policies, executive memoranda/policies, administrative procedures, and community colleges policies. These directives undergo extensive scrutiny and review by executives at all levels, subject matter experts, governance bodies, and employee unions before being formalized.

In order to ensure that personnel policies are administered consistently, the campus personnel officer, who is the unit head for the college's HRO, also serves as the college's equal employment opportunity/affirmative action coordinator ([IIIA-48](#)). The person in this position is responsible for equitable and consistent compliance with existing personnel policies and procedures ([IIIA-8](#)). The dual roles of the campus personnel officer and the equal employment opportunity/affirmative action coordinator ensure that policies and processes result in fair treatment of personnel ([IIIA-49](#)).

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that the UH system's personnel policies and procedures are in place to maintain uniformity and fairness amongst all university campuses and employees.

Actionable Improvement Plans

None.

III.A.3.b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

In April 2009, the UH Board of Regents approved a revised Executive Policy E2.214, Security and Protection of Sensitive Information ([IIIA-44](#)). The update was in response to provisions in the Hawai'i Revised Statutes which defined information that needed safeguarding, articulated the consequences of compromises involving personal or confidential information, and reflected the system's efforts to safeguard employee and student sensitive information.

College employees who had access to, handled, maintained, or disposed of sensitive information were cautioned through supervisory channels to exercise extreme care whether the information was physical documents or electronic data. The dean of student services was designated to have responsibility for student sensitive information; the human resources officer was charged with employee sensitive information; and the information technology specialist was tasked with electronic data issues.

Data collection and analysis by the equal employment opportunity/affirmative action officer at the college effectively identifies the employment needs of the college and evaluates the success of its efforts to meet those needs in order to ensure that equity and diversity are considered in accordance with stated goals.

In August 2009, the university conducted a personal information system survey. This survey was a self-assessment by persons involved with and responsible for sensitive/personal information in order to identify potential weaknesses and develop corrective action. As a result, academic divisions were strongly encouraged to dispose of sensitive or personal information or to keep that information in a limited-access environment. The survey assessed the weaknesses of the college's HRO, the primary repository of personnel information. Based on the feedback received, proactive steps were immediately taken to better secure and safeguard human resource information, steps such as obtaining special office keys; storing personnel binders under lock and key; securing private offices, shredders, fax machines; and installing a digital surveillance system.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it continues to make provisions for the security and confidentiality of personnel records. In addition, all employees at the college have access to their personnel records in accordance with the law.

Actionable Improvement Plans

None.

III.A.4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

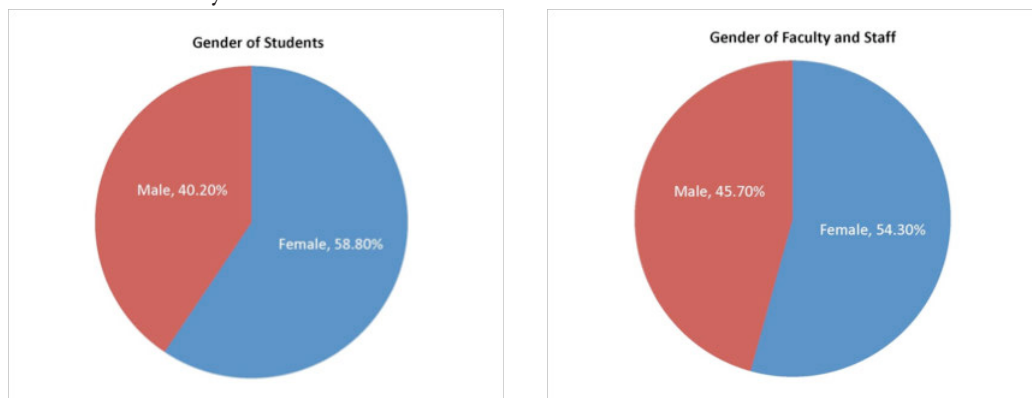
III.A.4.a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

Descriptive Summary

The college's concern for and understanding of equity and diversity are evident in the many practices and policies in place at Leeward CC. In addition to union guidelines regarding the fair treatment of administration, faculty, and staff, the college also has policies in place to protect employees from workplace violence and sexual harassment. All employees undergo a new employee orientation seminar administered by the HRO at the start of each semester to review these policies, related legal issues, and the appropriate grievance/complaint procedures. The college also has a number of practices and procedures in place that can be found in Appendix IIIA-A (Actions to Support Equity and Diversity) and actions that the college has taken in this regard ([IIIA-7](#) and [IIIA-50 through IIIA-57](#)).

College personnel are affiliated with various campus organizations that provide their membership with diverse opportunities for dialogue and advocacy. These groups include the Faculty Senate; the Campus Council; the APT Group; the Administrative Support Group for clerical employees; the Lecturers' Group for adjunct faculty; the O&M Group for Operations and Maintenance staff; and the Puko'a no Nā 'Ewa Council, which advocates on behalf of Native Hawaiian related issues ([IIIA-58 through IIIA-64](#)).

The campus faculty and staff are similar in distribution when looking at gender. The campus faculty and staff are also as diverse as the student population though there are differences in distribution of ethnicity.



Charts 62-63, Gender of Students and Gender of Faculty and Staff
Source for Faculty/Staff: Human Resources Office, Leeward CC
Source for Students: ODS View: IRO_BASE_UH

In 2006, the college identified **Planning Agenda 29** indicating that it would ensure that materials related to important topics, such as workplace violence, sexual harassment, disabilities, and GLBTI, are posted on the college's website so that information is accessible to those who are unable to attend.

In the 2009 Accreditation Midterm Report, the college reported that the UH system is in the process of developing an online faculty handbook that will have links to all policies and procedures in the UH system including the areas of diversity and equity. The director of marketing has created a new organizational structure for the college's website that provides appropriate placement for these materials, which will be easily accessible to all employees. The new online structure now includes an intranet for faculty and staff resources.

Since 2009, handouts and videos are posted on the college's intranet when possible. Handouts and videos of most workshops are also kept on file in the ICTL for review and viewing by faculty and staff.

Campus Perception

Further evidence is provided by the results from the Employee Satisfaction Survey conducted in the spring of 2011. When polled whether the college provided "programs and practices that support its diverse personnel," 84.2 percent of the respondents answered agree or strongly agree ([IIIA-65](#)).

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it provides a multitude of programs, services, and workshops to support the diverse personnel at the college.

Actionable Improvement Plans

None.

III.A.4.b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Descriptive Summary

The college is an equal employment opportunity/affirmative action employer committed to a policy of nondiscrimination in accordance with federal and state laws and UH policies ([IIIA-49](#)). To ensure compliance and to assess the effectiveness of these policies, the college has an appointed equal employment opportunity/affirmative action officer, who is responsible for identifying and targeting underrepresented groups for hiring ([IIIA-48](#)). Employment equity data is generated, including the gender and ethnicity of current personnel and an applicant's self-identified gender and ethnicity, and then that information is compared against the service population to determine hiring priorities. For vacancies with an equity shortfall, additional affirmative action steps are taken, including additional job announcements. Data collected regarding employment equity issues are also included in confidential UH system assessments conducted to identify and address any systemic deficiencies in the hiring process.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that data collection and analysis by the equal employment opportunity and affirmative action officer at the college and the UH system effectively identify the employment needs of the college and evaluate the success of its efforts to meet those needs in order to ensure equity and diversity are considered.

Actionable Improvement Plans

None.

III.A.4.c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Descriptive Summary

Most personnel at the college are represented by one of six union bargaining units, including non-supervisory and supervisory “blue-collar” employees, non-supervisory and supervisory “white-collar” employees, faculty, and administrative/professional/technical employees ([IIIA-66](#)). The HRO provides copies of union contracts that outline each employee’s rights and responsibilities, as well as the appropriate grievance procedures if a complaint arises ([IIIA-67](#) and [IIIA-68](#)). In addition, the college’s Faculty and Staff Guidebook contains general information on the six bargaining units and their contact phone numbers ([IIIA-26](#)).

In addition to union guidelines regarding the fair treatment of administration, faculty, and staff, the college also has policies in place to protect employees from workplace violence and sexual harassment. Employees are provided with an opportunity at the start of each semester to attend an orientation administered by the HRO to review policies, related legal issues, and appropriate grievance/complaint procedures ([IIIA-55](#), [IIIA-68](#), [IIIA-69](#), and [IIIA-70](#)).

The treatment of students at the college is subject to the Joint Statement on Rights and Freedom of Students,” which advocates students’ freedom of expression and protects against improper disclosure. Information regarding these issues is available on the college’s website under Academic Rights and Responsibilities of Students ([IIIA-71](#)). Grievances can be submitted to the dean of student services using a standard student complaint form, which is available in print or online ([IIIA-72](#)). The response to a complaint can range from informal mediation to formal investigation to administrative intervention, depending on the nature of the case.

Since May 2008, the college has had separate Student Academic Grievance (SAG) procedures, which follow the American Association of University Professors’ recommendations to establish a process for review of student complaints regarding grades and to promote academic integrity and fairness for students in their interactions with faculty. A detailed course of action for students is available on the college’s website ([IIIA-73](#)).

The college also has grievance procedures for student allegations of sexual harassment. These issues are referred to the HRO if they involve faculty or staff or to the dean of student services if they involve other students ([IIIA-74](#)).

Self Evaluation

The college is performing at expectation in this standard.

For this standard, the college has demonstrated that employee unions that represent personnel at the college play an important role in the college's larger efforts to maintain integrity in the treatment of employees. The HRO does an effective job serving as a conduit between employees and their bargaining units and in their efforts to set policies and maintain records for all complaints and grievances not addressed by the employee unions.

Students have both broad and specific protections in place as a result of clear, accessible policies, and the college has done an effective job providing opportunities for students to file a complaint if necessary.

Actionable Improvement Plans

None.

III.A.5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

III.A.5.a. The institution plans professional development activities to meet the needs of its personnel.

Descriptive Summary

At the college, professional development is valued, institutionalized, and inclusive. A comprehensive listing of the numerous professional development programs can be found in Appendix IIIA-B (Professional Development Programs) and are arranged by faculty and staff, teaching and learning funding programs, and staff groups ([IIIA-31](#), [IIIA-50](#), [IIIA-51](#), and [IIIA-75 through IIIA-93](#)).

The college demonstrates this institutional commitment to professional development by dedicating resources to support a full-time, tenured, staff development coordinator and an Innovation Center for Teaching and Learning (ICTL). The ICTL provides a wide variety of programs and activities for professional, institutional, and personal development for faculty, staff, and administrators. Transparency and inclusion are infused into the planning and delivery of professional development activities at the college. The ICTL Advisory Committee provides a clear example of the importance of transparency and inclusion. The ICTL Advisory Committee, composed of 13 faculty, staff, and administrators from across the college, provides oversight over the programs and operations of the ICTL ([IIIA-94](#)).

In 2011, the college received the Institutional Merit Award from the North American Council for Staff, Program, and Organizational Development at their national conference. This award recognizes excellence in the delivery and impact of staff, program, and organizational development programs and in the promotion of these programs. Evaluation was based on program objectives, creativity/innovation, impact, and evaluation of outcomes ([IIIA-95](#)).

In addition to the resource commitment associated with the ICTL and the staff development coordinator, additional funding is provided for professional development programs. This funding has increased exponentially over the years, from no allocated budget in 1995 to \$40,000 annually in 2011. Faculty and staff members at the college are encouraged to attend professional development conferences, programs, and workshops and are directly involved in the planning and organizing of their own professional development goals and objectives. Over the years, faculty and staff at the college have initiated several professional development programs that have been expanded to include UHCC system wide participation. These include the Excellence in Education Conference, The Hawai'i National Great Teachers Seminar, the Best Practices in Assessment Conference ([IIIA-96](#)), and the Wo Innovations in Learning Day ([IIIA-97](#)). Personnel from all divisions and units of the college have been served by the ICTL. Efforts have been made to meet the professional needs of the administration, faculty, and staff. Increased financial support for these various activities is evidence of the institution's sustained commitment to professional development opportunities.

The college provides professional development for its DE faculty and staff through a variety of programs and activities that have remained flexible and responsive to teaching and learning needs. The EMC ([IIIA-98](#)) is primarily responsible for planning these events, such as those listed in Appendix IIIA-C (Distance Education Programs and Activities) ([IIIA27](#), [IIIA-30](#), and [IIIA-99 through IIIA-107](#)). As part of the DE strategic plan, a number of specific tactics have been identified including developing a certification program for faculty who teach online.

In addition to the professional development programs and activities described thus far, the college provides continuing professional development and support through the funding of sabbaticals ([IIIA-108](#)) and the UH employee tuition waiver program ([IIIA-109](#)). The college also has designated funds for annual professional development activities for the clerical and operations and maintenance staff. These activities are planned, organized, and evaluated by planning committees of staff members.

In 2006, the college identified **Planning Agenda 30** indicating that the ICTL would offer professional development activities focused on assessment of student learning outcomes and on the resulting design of prioritized lists based on these assessments. The college also planned to evaluate the activities and role of the ICTL as part its evaluation of the APR process.

Faculty members of the college, in conjunction with the ICTL, initiated and coordinated two UH system wide Best Practices in Assessment Conferences, held on April 11, 2008, and March 23-24, 2009 ([IIIA-96](#)). The conferences presented more than 40 concurrent sessions, 15 workshops, and roundtable discussions focused on assessment. The ICTL also coordinated workshops for faculty and staff on student learning outcomes.

Professional development workshop evaluations now include questions on participants' assessment of their ability to apply what they learned and the degree of effectiveness of presentations and/or activities related to improving student learning outcomes. Also, the ICTL has created and assessed an approved student learning outcome for its unit.

Campus Perception

The college relies on an inclusive process to ensure that appropriate opportunities, consistent with its mission and purposes, are provided for professional development. The results of the Employee Satisfaction Survey reflect this fact. When asked whether the college offers appropriate professional development opportunities to support its diverse personnel, 78.4 percent answered agree or strongly agree. Similarly, when asked whether the college provides adequate opportuni-

ties to administrators, faculty, and staff for DE professional development, 81.2 percent answered agree or strongly agree ([IIIA-65](#)).

Self Evaluation

The college is performing above expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that it has a strong commitment to professional development activities that meet the needs of its personnel. The college also provides a variety of professional development activities and opportunities specifically addressing the needs in DE.

The college will continue its efforts to continually evaluate professional development programs and activities for their effectiveness through continuous feedback and on-going assessment.

Actionable Improvement Plans

None.

III.A.5.b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Descriptive Summary

The college evaluates its professional development programs and uses those results as the basis for improvement to better meet the needs of its personnel. Appendix IIIA-D (Professional Development Needs) contains a listing of the ways the college identifies professional development needs and how it develops processes to ensure that professional development opportunities meet those needs ([IIIA-55](#), [IIIA-60](#), [IIIA-61](#), [IIIA-62](#), [IIIA-63](#), [IIIA-89](#), [IIIA-110](#), and [IIIA-111](#)).

A standardized evaluation form for professional development activities and events is used for most professional development programs and activities. A standard question, which uses a five-point Likert scale, is included in all evaluations.

To elicit feedback on the impact of professional development programs and activities as it relates to teaching and improvements to student learning, an additional section was added to the evaluation form. This section was added as a SLO assessment measure for ICTL and is used to identify what was learned from each professional development program that can improve SLOs. Participants also rate the effectiveness of implementation of the idea or insight learned. Qualitative feedback also provides recommendations for program improvements. Appendix IIIA-E (Professional Development Evaluation) provides examples of how the college evaluates professional development programs and activities and uses feedback for improvement.

All participants of the DE professional development programs are given surveys at the end of the workshops. Results of the surveys are used to make appropriate recommendations on future activities. In addition, the effectiveness of the programs or workshops is evaluated by the final project assignments completed by the participants. Finally, the instructional divisions complete DE program and course evaluations using the same process as face-to-face courses.

All of the above assessments are incorporated into evaluating the professional development program through the APR process.

In 2006, the college identified **Planning Agenda 30** indicating the ICTL would develop indicators of success for professional development activities relating to achievement of SLOs. Select professional development programs (Hawai'i National Great Teachers Seminar, Teaching Squares, Mid-Semester Assessment, Travel Grant, and Conference Dollars) are evaluated using a specially designed assessment form that asks participants to identify specific teaching strategies that they learned from the program, whether or not they implemented it in their teaching, and if they believe the strategy was effective in helping students reach this SLO ([IIIA-110](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated a conscientious and sustained commitment to evaluating professional development programs and using the results of those evaluations as a basis for improving those activities, thus meeting the needs of its personnel more effectively. The institution evaluates its professional development programs by soliciting feedback through a standardized, yet flexible, evaluation process for each of the programs or activities held. The feedback is then analyzed with respect to level of satisfaction and suggestions for improvement. Further, the results help determine the future needs of programs, which are then identified in the APR.

In summary, the college has processes in place to identify, implement, and evaluate professional development programs. Moreover, it measures what effects these programs have on teaching and learning and uses the results to make modifications and improvements.

ICTL will continue to develop indicators of success for professional development activities relating to achievement of SLOs as part of their continuous improvement efforts.

Actionable Improvement Plans

None.

III.A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

The APR process begins with each division and academic unit assessing and analyzing data derived from course assessments, program goals and achievements, and community needs to identify the program's strengths and weaknesses and to make plans for future goals and outcomes. Included in the APR process is the identification of future positions and financial resource needs associated with staffing and personnel. Through the APR process, staffing and personnel resource needs for an individual division or unit are prioritized within the larger context of the institution's campus wide needs and priorities. See [Standard I.B.3](#) for a more detailed description of this process.

The APR process ensures that divisions and units of the campus have a means of articulating human resource needs on an annual basis. This process relies on evidence and data to drive decision making and ultimately budget priorities. Integrated within the framework of the APR process is a specific funding category that identifies personnel and staffing needs ([IIIA-112](#)). In the past several years, positions have been re-described or acquired even though the funding environment has remained tight. An example of re-describing positions is the creation of program counselors in response to requests from instructional divisions in the 2009 APR process. General counseling positions were re-described and deployed to specific programs. See [Standard II.B.1](#) for a more detailed description of how this change in service delivery was implemented.

An example of a new position being acquired by the campus is the recent addition of a financial aid position. Leeward CC had prioritized the request for an additional financial aid position in 2010. This request was forwarded to the UHCC system. Since several community college campuses had requested additional support in financial aid, the UHCC system re-allocated vacant position numbers to provide each community college with one additional financial aid APT position.

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessing the effective use of human resources for DE. For this topic, participants felt that there were human resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Currently, there are no official requirements to teach DE courses. Faculty’s experience with online courses is not taken into consideration in the hiring process. The division chair tells a faculty member that he or she is going to teach an online course. Some faculty attend DE training, but some do not. There are no requirements or processes for teaching DE courses. Some participants suggested that the DE Committee might want to include representation for human resources since currently the committee’s focus is on technology and teaching. Another idea was to create a DE program in which an administrator is focused on DE-centralized coordination such as selection of instructors and required training. A third suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as human resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIIA-11](#)) addresses many of the issues brought up at this roundtable discussion.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has established that the APR process is one of the primary mechanisms used by the college to plan and evaluate its human resources.

Actionable Improvement Plans

The OPPA will facilitate a review of the current APR process to improve resource allocation decisions related to the college’s revised mission statement by spring of 2013.

Standard III.A. Appendices

Appendix IIIA-A (Actions to Support Equity and Diversity)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27210/Appendix_II-IA-A.pdf

Appendix IIIA-B (Professional Development Programs)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27211/Appendix_II-IA-B.pdf

Appendix IIIA-C (Distance Education Programs and Activities)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27212/Appendix_II-IA-C.pdf

Appendix IIIA-D (Professional Development Needs)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27266/Appendix_II-IA-D.pdf

Appendix IIIA-E (Professional Development Evaluation)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27267/Appendix_II-IA-E.pdf

Standard III.A. Evidence

IIIA-1 UH Board of Regents Policies, Chapter 9, Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27148/borpch9.pdf>

IIIA-2 UH Executive Policy E9.205, Qualification Requirements for Academic Positions in the Executive/Managerial Classification and Compensation Plan

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27149/e9205.pdf>

IIIA-3 UH Community Colleges Faculty Classification Plan, Revised 2007

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27150/Fac_Classification_Plan_Nov_2007.pdf

IIIA-4 Memorandum from the Office of the Vice President for Community Colleges, August 10, 2011, Minimum Qualifications for Faculty Positions

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27151/MQs_Faculty_August_2011.pdf

IIIA-5 UH System wide Administrative Procedures, A9.210, Classification and Compensation Plan APT Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27152/a9210.pdf>

IIIA-6 UH System wide Administrative Procedures, A9.300, Position Descriptions for Civil Service Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27153/a9300.pdf>

IIIA-7 UH System wide Administrative Procedures, A9.540, Recruitment and Selection of Faculty and Administrative, Professional, and Technical (APT) Personnel

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27154/a9540.pdf>

IIIA-8 UH Administrative Procedures Information System

<http://www.hawaii.edu/apis/sysoview.php>

IIIA-9 University of Hawai'i's Work at UH Website

<http://www.pers.hawaii.edu/wuh/Default.aspx>

- III A-10 **UH Executive Policy E1.202, University Statement of Nondiscrimination and Affirmative Action**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27155/e1202.pdf>
- III A-11 **Leeward CC Distance Education Strategic Plan, Approved May 2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27156/LeewardCCDE-Plan-Final.pdf>
- III A-12 **UH Executive Policy E9.203, Evaluation of Board of Regent Appointees**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27157/e9203.pdf>
- III A-13 **Leeward CC Human Resource Office Union Webpage**
<http://intranet.leeward.hawaii.edu/page/453>
- III A-14 **UH Community Colleges, Contract Renewal Suggested Guidelines, 2010—2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27158/ContractRenewalGuidelines2011.pdf>
- III A-15 **UH Community Colleges, Guidelines for Tenure and Promotion, 2010-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27159/TPAppGuidIns2010-2011.pdf>
- III A-16 **Student’s Evaluation of Instructor and Course, Form 1, Mathematics Department**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26652/Form%20Math.pdf>
- III A-17 **Student’s Evaluation of Instructor and Course, Form A, Math, Science, Technical, and Vocational, Lecture-Discussion**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26643/Form%20A.pdf>
- III A-18 **Student’s Evaluation of Instructor and Course, Form B, Technical and Vocational, Multi-Mode**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26644/Form%20B.pdf>
- III A-19 **Student’s Evaluation of Instructor and Course, Form C, Vocational, Lecture-Lab**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26645/Form%20C.pdf>
- III A-20 **Student’s Evaluation of Instructor and Course, Form D, Applied Social Sciences, Lecture-Lab/Multi-Mode**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26646/Form%20D.pdf>
- III A-21 **Student’s Evaluation of Instructor and Course, Form E, Generic**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26647/Form%20E.pdf>
- III A-22 **Student’s Evaluation of Instructor and Course, Form F, Language Arts, Lecture-Lab/ Multi-Mode**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26648/Form%20F.pdf>
- III A-23 **Student’s Evaluation of Instructor and Course, Form G, Arts, Humanities, Social Science, Language Arts, Lecture-Discussion**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26649/Form%20G.pdf>
- III A-24 **Student’s Evaluation of Instructor and Course, Form H, Arts, Lab/Lecture-Lab**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26650/Form%20H.pdf>

- III A-25 **Student's Evaluation of Instructor and Course, Form O, ESL**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26651/Form%20ESL.pdf>
- III A-26 **"Aloha and Welcome to Leeward Community College": Faculty and Staff Guidebook, 2008**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27161/FYIFinal_Feb6_2008.pdf
- III A-27 **eCAFE, UH Electronic Course and Faculty Evaluation System**
<http://www.hawaii.edu/ecafe/>
- III A-28 **Leeward CC Recommended eCAFE Questions for Distance Courses**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27180/DE_Committee_eCafe_Questions.pdf
- III A-29 **Peer Instruction Evaluation Form (Paper Version)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26653/Peer_Evaluation_Form.pdf
- III A-30 **Peer Instruction Evaluation Form (Distance Education)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27162/DE_PeerEval-FillableForm.pdf
- III A-31 **Mid-Semester Teaching Assessment, Innovation Center for Teaching and Learning**
<http://www.leeward.hawaii.edu/ictl-teaching-assessment>
- III A-32 **Lecturer Evaluation Process**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27166/LecturerEvaluationProcess2012.pdf>
- III A-33 **UH System wide Administrative Procedures, A9.170, Administrative, Professional and Technical (APT) Employees Performance Evaluation**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27163/a9170.pdf>
- III A-34 **UH Administrative, Professional, and Technical Employee Performance Evaluation Form**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27165/a9170frm.pdf>
- III A-35 ***State of Hawai'i, Department of Human Resources Development, Performance Appraisal System Supervisory Manual***
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27167/PASManual01_9_1_05.pdf
- III A-36 **UH Board of Regents Policies, Section 4-5, Institutional Accountability and Performance**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27168/borpch4.pdf>
- III A-37 **Leeward CC Faculty Senate, Statement on Assessment**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27169/FS_Statement_on_Assessment.pdf
- III A-38 **Policy on Assessment, L5.210**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27183/L5.210PolicyonAssessment.pdf>

- III A-39 **State of Hawai'i Ethics Commission**
http://hawaii.gov/ethics/aboutus/about_ethics
- III A-40 **Hawai'i Revised Statutes (HRS) Chapter 84, State Ethics Code**
<http://hawaii.gov/ethics/constitution/chap84>
- III A-41 **Title 20, University of Hawai'i Administrative Rules, Chapter 2, Statement on Rights and Responsibilities of the University of Hawai'i Community**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27184/AdminRule-sChapter02.pdf>
- III A-42 **UH Community Colleges Policy UHCCP 5.211, Statement of Professional Ethics (Faculty)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27185/UHC-CP_5.211_Statement_on_Professional_Ethics.pdf
- III A-43 **UH Executive Policy E2.210, Use and Management of Information Technology Resources**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27186/e2210.pdf>
- III A-44 **UH Executive Policy E2.214, Security and Protection of Sensitive Information**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27187/e2214.pdf>
- III A-45 **Data Request, OPPIA, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/435>
- III A-46 **College Organization**
<http://www.leeward.hawaii.edu/college-organization>
- III A-47 **UH System wide Administrative Procedures, A3.101, University of Hawai'i Organizational and Functional Changes**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27188/a3101.pdf>
- III A-48 **List of UH System EEO/AA Coordinators**
<http://www.hawaii.edu/offices/eo/coordinators.html>
- III A-49 **UH System Policies on EEO/AA**
<http://www.hawaii.edu/offices/eo/policies.php?policy=intro>
- III A-50 **New Hire Orientation Schedule, Fall 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27189/New_Hire_Orientation_Sched.pdf
- III A-51 **Supervisory Skills 101 Announcement**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27190/supskills-memo.pdf>
- III A-52 **Leeward CC Gay Straight Alliance**
<http://emedia.leeward.hawaii.edu/studentlife/group/leeward-community-college-gay-straight-alliance>
- III A-53 **Team C.A.R.E. Workshops, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/479>
- III A-54 **Kāko'o'Ike Program**
<http://www.leeward.hawaii.edu/ki>

- III A-55 **Innovation Center for Teaching and Learning
Leeward CC Website**
<http://www.leeward.hawaii.edu/ictl>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/ictl>
- III A-56 **Hālau 'Ike o Pu'uloa**
<http://www.leeward.hawaii.edu/halau>
- III A-57 **International Festival, 2011**
<http://www.leeward.hawaii.edu/node/691>
- III A-58 **Faculty Senate
Leeward CC Website**
<http://emedia.leeward.hawaii.edu/senate/>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/faculty-senate>
- III A-59 **Campus Council
Leeward CC Website**
<http://www.leeward.hawaii.edu/campuscouncil>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/campus-council>
- III A-60 **APT Group
Leeward CC Website**
<http://www.leeward.hawaii.edu/apt-group>
- Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/apt-group>
- III A-61 **Administrative Support Group**
<http://www.leeward.hawaii.edu/ASG>
- III A-62 **Lecturers' Group**
<http://www.leeward.hawaii.edu/lecturers-group>
- III A-63 **O & M Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/operations-maintenance-group>
- III A-64 **Puko'a no Na 'Ewa Council**
http://www.hawaii.edu/pukoa/Executive_Council.html
- III A-65 **Leeward CC Employee Satisfaction Survey, 2011**
http://documents.leeward.hawaii.edu:8080/docshare/dsweb/Get/Document-26703/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- III A-66 **Leeward CC Fact Sheet, Faculty and Staff Counts**
http://documents.leeward.hawaii.edu:8080/docshare/dsweb/Get/Document-27268/Faculty_Staff_Counts.pdf
- III A-67 **UH System Adverse Action, Appeals, Hearings, and Grievances**
<http://www.hawaii.edu/svpa/apm/a9100.html>

- III A-68 **Student Policy on Sexual Harassment**
<http://www.leeward.hawaii.edu/policies-students-sexual-harassment>
- III A-69 **UH Policy on Sexual Harassment**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27269/e1203.pdf>
- III A-70 **Workplace Violence Manual**
<http://www.hawaii.edu/ohr/docs/violence.htm>
- III A-71 **Academic Rights and Freedoms of Students**
<http://www.leeward.hawaii.edu/policies-students-AcaRights>
- III A-72 **Leeward Community College Student Complaint Form**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27270/StudentComplaintForm.pdf>
- III A-73 **Student Academic Grievance Procedures**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27271/StuPol_Acad_Grievance_Procedures_April2009.pdf
- III A-74 **Policies and Procedures on Student Grievances (For Student Employees)**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27272/a9860.pdf>
- III A-75 **College Colloquia**
<http://www.leeward.hawaii.edu/ictl-colloquia>
- III A-76 **Service 101 Invitation Memo**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26531/Service_101.pdf
- III A-77 **Service 102 Invitation Memo**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26532/III.1a9service%20102facstaff.pdf>
- III A-78 **Convocation Recap, Fall 2011, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/502>
- III A-79 **Leadership Development Program**
<http://www.leeward.hawaii.edu/ictl-leadership-development>
- III A-80 **Professional Development Day**
<http://www.leeward.hawaii.edu/node/646>
- III A-81 **Leeward CC Calendar**
<http://www.hawaii.edu/calendar/leeward/2011/12?filter=none>
- III A-82 **Hawai'i National Great Teachers Seminar**
<http://www.greatteacher.hawaii.edu/>
- III A-83 **Teaching Squares Program**
<http://www.leeward.hawaii.edu/teachingsquares>
- III A-84 **Power Mentoring Program**
<http://www.leeward.hawaii.edu/ictl-power-mentoring-program>
- III A-85 **Teaching Guidelines and Issues for Faculty (TGIF) Series**
<http://www.leeward.hawaii.edu/node/632>

- IIIA-86 **Pacific Region Learning Summit**
<http://www.leeward.hawaii.edu/node/664>
- IIIA-87 **Technology Boot Camp**
<http://emedia.leeward.hawaii.edu/emc/bootcamp>
- IIIA-88 **Smart Classroom Educator Series**
<http://emedia.leeward.hawaii.edu/emc/smartclassroom-educator>
- IIIA-89 **Professional Development Award Program**
<http://www.leeward.hawaii.edu/ictl-ProDevAward>
- IIIA-90 **Application for Staff Development Funds**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27276/staffdevapp.pdf>
- IIIA-91 **Operations and Maintenance Summer Seminar, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26533/O&M2011.pdf>
- IIIA-92 **Administrative Support Group Summer Seminar, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26534/asg%20flyer.pdf>
- IIIA-93 **Learning and Mentoring Program (LAMP)**
<http://www.leeward.hawaii.edu/ictl-lamp-program>
- IIIA-94 **ICTL Additional Info**
<http://www.leeward.hawaii.edu/ictl-info>
- IIIA-95 **North American Counsel for Staff, Program, and Organizational Development**
<http://www.ncspod.org/?q=node/773>
- IIIA-96 **Best Practices in Assessment Conference**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27275/best_practices.pdf
- IIIA-97 **Wo Learning Champions**
<http://wolc.hawaii.edu/xhtml/wild.html>
- IIIA-98 **Educational Media Center (EMC)**
<http://emedia.leeward.hawaii.edu/emc/>
- IIIA-99 **iTeach @ Leeward**
<http://blogs.leeward.hawaii.edu/iteach/>
- IIIA-100 **Blackboard Collaborate at Leeward Community College**
<http://emedia.leeward.hawaii.edu/emc/blackboard-collaborate>
- IIIA-101 **iCourse Design**
<http://blogs.leeward.hawaii.edu/iteach/icourse-design/>
- IIIA-102 **iFacilitate**
<https://sites.google.com/site/lccifacilitate/>
- IIIA-103 **Tech It Out Day**
<https://sites.google.com/site/lcctechitout/>

- III A-104 **Technology: One on One (TO3)**
<http://emedial.eeward.hawaii.edu/emc/edtech>
- III A-105 **Leeward CC Curriculum Committee Website**
<http://emedial.eeward.hawaii.edu/facsenate-cc/>
- III A-106 **DE Course Proposal Questions**
http://emedial.eeward.hawaii.edu/emc/sites/default/files/userfiles/file/DE_questions_in_Curriculum_Central_v1.pdf
- III A-107 **List of DE Courses Offered in the UH System**
<http://www.hawaii.edu/dl/courses/index.php>
- III A-108 **Guidelines for Sabbatical Leave**
<http://hawaii.edu/svpa/apm/pers/a9400.pdf>
- III A-109 **Employee Tuition Waivers**
<http://www.hawaii.edu/ohr/docs/forms/waiver.htm>
- III A-110 **Annual Program Review Academic Services 2011-2012**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26704/LCC%20APR%20Academic%20Services%202011-2012%20combined%20v1r0.pdf>
- III A-111 **Leeward Ohana First Year Experience Program, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/story/548>
- III A-112 **Policy on Annual Program Review, L5.202**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27265/L5.202PolicyonAnnualProgramReview.pdf>

III.B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Leeward CC has two campus locations. The Pearl City campus is located on 47.2 acres of land and is comprised of 20 primary buildings with nearly 420,000 gross square feet of space. The Wai‘anae campus, called Leeward CC Wai‘anae, is a satellite location in which the college leases 9,680 square feet of classroom and office space on the first and second floors of a two-story office building. Physical resources at that location consist of five instructional classrooms, one math lab, one writing lab, two computer labs, two meeting rooms, two large student study areas, ten faculty offices, and five staff workspaces.

The college has implemented a three-pronged approach to ensure that facilities at both locations provide a safe, sufficient, and effective learning and working environment. First of all, facility-related service requests are identified, reported, and reviewed through the use of computerized maintenance systems. Secondly, an assessment of campus facilities is conducted on a daily basis by facilities staff. Thirdly, facility planning is integrated into the APR process, which informs institutional planning and budgeting. See [Appendix IIIB-A](#) (Three-Prong Approach to Facilities) for a detailed description of this process ([IIIB-1](#), [IIIB-2](#), [IIIB-3](#)).

Leeward CC uses several mechanisms to ensure that decisions regarding the planning, budgeting, and requests for future campus facilities and space needs are made in an objective and transparent manner. The APR process, initiated at the individual unit or division level, is used to capture the relevant facility and space data as well as information for all future facility and space needs ([IIIB-4](#)). Administrative Services as a unit also participates in the APR process. Completed APR templates are reviewed for facilities issues and requests are incorporated into facilities planning by the Space Management and Facilities Planning Committee ([IIIB-5](#), [IIIB-6](#), and [IIIB-7](#)). Similar planning processes are in place for capital improvement program projects and repair and maintenance projects. Campus decisions regarding the prioritization, approval, and budgeting of campus facility projects are then coordinated with the UHCC Facilities Planning Office and the UH Office of Capital Improvements where the projects are prioritized within the total framework of needs for the UH system and UH community colleges ([IIIB-8](#)).

Facility projects that are approved and funded are reported to the campus through several means: the Auxiliary Services Unit’s Current Projects Listing ([IIIB-9](#)), updates to the Campus Council ([IIIB-10](#) and [IIIB-11](#)), convocation presentations ([IIIB-12](#)), and construction advisory notices ([IIIB-13](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

Over the past several years, the college has implemented several systems and processes to proactively address improvements in the planning and management of the physical resources of the Pearl City and Wai‘anae campuses. These systems and processes increase user awareness and participation as well as ensure that facility-related issues are reported in a timely manner, that corrective actions are timely, and that requests for future facility-related needs are justified by quantitative and/or qualitative evidence. Decisions about facility-related issues are made through the various governance systems and processes.

Based on this standard, the college is expected to provide sufficient equipment and facilities to support and ensure the integrity of all its programs and services, including DE. Equipment and other facilities to support and ensure the integrity and quality of DE programs are encapsulated within the budgets and planning lists of the applicable unit/division.

Actionable Improvement Plans

None.

III.B.1.a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assure effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

As mentioned in [Standard III.B.1.](#), the campus planning process is the primary mechanism to determine appropriate facilities and equipment needs for all programs and services at the college. As of January 2012, there were several active renovation and modernization projects on the Pearl City campus that resulted from the APR, whereby planning and budgeting processes were used to address the most critical facility-related needs of the campus. These projects include the following:

- Renovation of GT 105 to create a “model classroom,” which will include a state-of-the-art classroom, meeting room, conference room, and reception space.
- Renovation of BE 103 and the EMC to create TV production studios and classrooms.
- Creation of the learning commons in the Library building, which will accommodate the library, the Learning Resource Center, the Writing Center, the KI office, and the Testing Center ([IIIB-14](#)).
- Renovation of the Theatre building, which will address facility and academic needs ([IIIB-15](#)).
- Renovation of the Counseling, Financial Aid, Student Life, and Admissions and Records spaces to create a Student Services “One Stop Center.”

In response to the academic program needs associated with developmental education in the Math and Sciences division, Leeward CC received a grant in the spring of 2011 to renovate existing facility space into a math emporium. This facility model provides a technology-rich environment where developmental education instruction is delivered to students via a self-paced, computerized method. Two mathematics classrooms were chosen to be renovated into a single math emporium classroom. Math faculty members worked collaboratively with various support units of the college to ensure that programmatic requirements of the space were addressed within the framework and funding considerations of the grant. The renovation was completed in August 2011.

Long-range planning and identification of major capital improvement program (CIP) projects are conducted within the Long Range Development Plan (LRDP). In 1999, the City and County of Honolulu approved Leeward CC's LRDP, which included a new building for the Social Science division. During the 2011 state legislative session, the college received the funding necessary to complete the design of and to begin construction of the new education building. This building will include approximately 23,000 square feet of additional space primarily dedicated to the expanding teacher education program. The new facility will include nine classrooms, a student resource center, learning community spaces, faculty offices, a teacher education space, a conference room, and various non-assignable spaces, such as restrooms, a lobby, and maintenance areas (IIIB-16). Ground breaking for the new education building occurred in April 2012.

The college is also in the process of acquiring and renovating an existing building on the Wai'anae coast to serve as the future site of Leeward CC Wai'anae. The 2011 state legislature reauthorized \$3.0 million in CIP funds to be used for the initial planning, design, renovation, and equipment of the facility. An additional \$2.5 million in UH revenue bonds have been designated for facility acquisition purposes. As of January 2012, the college is negotiating the terms of the purchase and sale agreement as well as meeting with various community organizations, neighborhood boards and committees, and educational partners regarding the campus master plans, including the relocation to this new permanent facility and expanded program offerings.

The campus schedules replacement of facility-related equipment and mechanical/electrical subsystems through the use of the Pacific Planning Consulting Group's Facilities Renewal Resource Model (IIIB-3). This model is an effective software tool that plans and anticipates future repair and renewal needs as it relates to facility maintenance and infrastructure subsystems. Equipment replacement and maintenance needs are identified by evaluating equipment repairs and by conducting periodic inspections. This model was configured and populated with UH facilities data in 2008, including gross square footage, infrastructure information by building, and historical data by building. The purpose of this model is to provide a reliable estimate of the outstanding backlog of building subsystem renewal needs, to project future renewal requirements, and to estimate the annual funding necessary to meet projected needs. Each campus updates data annually. Infrastructure backlog is an estimate provided by each campus and refers to outstanding yet necessary repairs to such items as utilities generation and distribution, roadways and parking lots, and landscaping. Other backlog requirements included are those items that are not cyclical subsystem in nature but are of a one-time requirement necessary to correct a specific deficiency, such as code compliance or health- and safety-related concerns.

With the surge in student enrollment has come challenges to ensure that adequate transportation options are available for students, employees, and the general public. The Pearl City campus has a total of 1,678 parking stalls that serve the needs of both Leeward CC and UH West O'ahu.

Additional “overflow parking” areas are available on the lower campus. Alternative transportation options to the campus include bus service provided by the City and County of Honolulu and a number of new bicycle racks that offer secure and visible bicycle storage. Improvements were made for pedestrian access to the campus with the creation of designated crosswalks. The campus anticipates relief in the parking situation when UH West O‘ahu relocates to its new Kapolei campus in the fall of 2012. Upon relocation, approximately 23,000 square feet in five portable classroom buildings will be turned over to Leeward CC and used to meet additional space requirements.

Classroom and office space has also been impacted by the surge in student enrollment. The impact of this increase in enrollment on the Pearl City campus should be mitigated with the construction of the new education building and the planned relocation of UH West O‘ahu campus to Kapolei. The Leeward CC Wai‘anae campus is anticipating the acquisition and renovation of a new location in the next few years to alleviate similar issues on its campus.

Campus Perception

The 2011 Employee Satisfaction Survey administered to faculty, staff, and administrators ([IIIB-17](#)) reported the following results as they pertain to facilities:

- 61.3 percent of the respondents rated classrooms on campus as adequate or more than adequate.
- 68.3 percent of the respondents rated the learning spaces (library, labs, and so forth) as adequate or more than adequate.
- 48.8 percent of the respondents rated office space as adequate or more than adequate.

Self Evaluation

The college is performing at expectations in this standard.

The college has in place several processes to ensure that input is received from various academic and support divisions and units via APRs, Administrative Services, AssetWorks, the Facilities Renewal Resource Model, the LRDP, and the Space Management and Facilities Planning Committee. The results are then used to identify and prioritize the physical resource planning needs of the college.

Actionable Improvement Plans

None.

III.B.1.b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Descriptive Summary

Access

At the Wai‘anae campus, which is a leased facility in a two-story building, access to the second floor includes two outdoor stairwells on opposite ends of the building and an accessible elevator. The second floor has three doors: the center is used for entering and exiting the building during operational hours, and the other two on either end are used for exiting the building only. Access to the first floor is through one door opposite the elevator. Entering through this doorway leads down a hallway to an interior entry door to the space. At present, there is no direct entry from outside into the space, although there are plans to install a door in the spring of 2012. There are four restrooms available for students and staff: two (men’s and women’s) on the first floor and two (men’s and women’s) on the second floor. The women’s restroom on both floors includes an accessible stall, while only the first-floor men’s restroom is wheelchair accessible. The men’s restroom on the second floor has an accessible stall that is not operational and currently being used for storage of janitor supplies and equipment and restroom paper goods.

Parking for 25 cars is available in front of the building, with an additional parking lot for overflow available in a neighboring lot. There are two disability parking stalls located near the entrance of the building.

Safety

When the City and County of Honolulu approved the LRDP in 1999, it stipulated as a condition that the college address vehicular and pedestrian access to the Pearl City campus. The Plan Review Use permit granted in 1999 specifically stated that traffic mitigation measures must be undertaken or that no further campus expansion would be permitted after 2016. The traffic mitigation measures cited were either to build a second access road or to make roadway widening improvements to the existing Ala ‘Ike and Wai‘awa Roads.

As of December 2011, a minor modification of the 1999 Plan Review Use permit has been approved by the City and County of Honolulu’s Department of Planning and Permitting with the stipulation that the requirement for the second access road or roadway widening improvements be postponed until the UH West O‘ahu campus has been relocated and the Honolulu High-Capacity Transit Corridor Project is fully operational and open for revenue service (estimated to be in 2019). At the completion of the transit corridor project, Leeward CC will undertake a traffic study to determine if a second access road and/or improvements are needed to mitigate traffic congestion. Since it concerns campus safety and evacuation in times of emergencies, a condition of the minor modification to the Plan Review Use permit is that the college be granted emergency exit rights to the transit’s maintenance and storage facility, which is to be located just west of the campus; this will provide the campus a secondary evacuation access point in times of emergencies or evacuations.

Security

At the Pearl City location, the Campus Security unit, also under the Office of Administrative Services, is responsible for providing security service to that campus ([IIIB-18](#)). Patrols are conducted by vehicle. Security officers are on duty 24-hours a day, seven days a week, and 365 days a year. A security supervisor and six security officers staff the Campus Security unit. An emergen-

cy number is available and publicized. There are eight code blue emergency call phones and seven public pay phones situated around campus. The campus also has a closed circuit surveillance security system. Security escort service is available upon request at any time. The Honolulu Police Department Pearl City Substation is located 1.7 miles away and responds immediately if called. In addition, police officers make periodic patrols of the campus.

Contracted security services are provided for the Wai‘anae campus. This service, initiated in the fall of 2011, provides security patrol and surveillance service during operational hours. In the fall of 2010, a security alarm system was installed to provide 24-hour break-in protection and a direct link to fire, police, and emergency dispatch services. The fire marshal conducts a survey of the campus every six months. The Honolulu Police Department Wai‘anae Substation is located 0.5 miles away, and the Wai‘anae Fire Station is located 1.0 mile away.

Leeward CC publishes an annual security report and posts it on the college’s website. It contains information about campus security, policy statements, crime statistics, and campus resources (III B-19). This report is prepared and published in compliance with the Higher Education Opportunity Act and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act.

An Emergency Operations Plan was updated in July 2008 and is used as the administrative guide for responding to potential campus emergencies in a timely and organized manner. This guide is located in the Office of the Vice Chancellor of Administrative Services and is available on the college’s website (III B-20). A condensed version, Emergency Guide, is posted in all division offices and classrooms and provides emergency action plans pertaining to evacuations, bomb threats, fires, hazardous materials, natural disasters, and so forth. The UHCCs have an environmental health and safety officer who provides annual workshops on the handling of hazardous waste materials and disposal (III B-8).

Learning Environment

The college assures that its physical resources at both locations are constructed and maintained to a healthful learning and working environment. The unit primarily responsible for these efforts is the Operations and Maintenance unit, headed by the Auxiliary Services Officer and under the Office of Administrative Services. This unit has three sub-units: Maintenance, Grounds, and Janitorial.

The general functions of these units consist of the following:

- The maintenance staff is responsible for the physical facilities, air conditioning, electrical, and plumbing systems. They also perform a variety of painting, carpentry, and minor repair work.
- The grounds staff maintains all assigned landscaped areas, removes trash and materials from designated outdoor areas, assists faculty and staff with planting needs, and assists in event preparation and set-up/take down.
- The janitorial staff is responsible for indoor and lānai general cleaning, removal of trash and materials, support of campus recycling efforts, changing lights, coordinating movement requests, and assisting in event preparation and set up.

At the Wai‘anae location, the Operations and Maintenance unit is responsible for repairing and maintaining all interior areas. The air conditioning system, phone service, and copying machines are serviced by private vendors and are on regularly scheduled maintenance contracts. Janitorial services are provided by a private company and are completed on a nightly basis.

All units are strictly guided under Occupational Safety and Health Administration standards. Private companies are retained to conduct annual checks on campus fire extinguishers and fire alarm systems.

In 2006, the college identified **Planning Agenda 31** indicating the college's administration would address the need for an additional access road to the Pearl City campus. Currently, the campus and the surrounding residents have only a single egress/ingress option. An ongoing, coordinated dialogue between the college, UH, the State of Hawai'i Department of Transportation, the Honolulu Authority for Rapid Transportation, and the City and County of Honolulu is in place to address traffic mitigation issues involving access to the Pearl City campus. The second access road project was initially introduced in the 1966 Master Plan for the college and completion of the road by 1971 was recommended. Two environmental assessments of a proposed second access roadway (1974 and 2007) have since been completed. The estimated cost of the nearly one-mile second access road is approximately \$23 million.

When the City and County of Honolulu approved the college's LRDP in 1999, it stipulated as a condition that the college address vehicular and pedestrian access to the Pearl City campus. The plan review use permit granted in 1999 specifically stated that traffic mitigation measures must be undertaken or that no further campus expansion would be permitted after 2016. The traffic mitigation measures cited were either to build a second access road or to make roadway widening improvements to the existing Ala 'Ike and Wai'awa roads.

As of December 2011, a minor modification of the 1999 plan review use permit has been approved by the City and County of Honolulu's Department of Planning and Permitting with the stipulation that the requirement for the second access road or roadway widening improvements be postponed until the UH West O'ahu campus has been relocated and that the Honolulu High-Capacity Transit Corridor Project is fully operational and open for revenue service (estimated to be in 2019). At the completion of the transit corridor project, the college will undertake a traffic study to determine if a second access road and/or improvements are needed to mitigate traffic congestion. Since it concerns campus safety and evacuation in times of emergencies, a condition of the minor modification to the plan review use permit is that the college will be granted emergency exit rights to the transit's maintenance and storage facility, which is to be located just west of the campus, and will provide the campus a secondary evacuation access point in times of emergencies or evacuations.

Campus Perception

The 2011 Employee Satisfaction Survey provides the college with feedback on its physical resources. According to the results:

- 74.4 percent of the respondents selected agree or strongly agree with the statement, "The campus environment for employees at Leeward CC is satisfactory."
- 55.5 percent of the respondents rated the building maintenance (A/C, lights, and so forth) as adequate or more than adequate.
- 72.4 percent of the respondents rated the maintenance of campus grounds as adequate or more than adequate.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college develop and implement a plan for ensuring that campus facilities are accessible to students, faculty, staff, and community members with disabilities. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #4: Physical Resources](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that the facilities and equipment at its Pearl City and Wai'anae campuses are maintained to provide access, safety, security, and a healthy learning and working environment.

Actionable Improvement Plans

None.

III.B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Descriptive Summary

Leeward CC uses a variety of planning and assessment tools on a regular basis to ensure that the physical resources of the institution are used effectively in support of its academic programs and support services. The primary mechanism for evaluating facilities and identifying needed improvements is through the planning process. See [Standard I.B.3.](#) for a detailed discussion of the planning process.

This process begins with the mission statement which all units should be using as a guide for prioritizing activities and projects. As part of the APR, the administrative services units include outcome assessments as an evaluation tool of services provided. These outcome assessments are also submitted to the UHCC system as part of the Annual Report of Program Data (ARPD). Any needed improvements are identified in the APR and, if resources are required, included in a planning list. All planning lists are combined and prioritized by the administrative team. This prioritization includes the recommendations of the Space Management and Facilities Planning Committee.

The Space Management and Facilities Planning Committee is one of two standing committees and makes recommendations on capital improvement projects, facilities repair and maintenance projects, and space-related issues. This committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. The committee creates prioritized project lists using data gathered from APR planning lists and from the Operations and Maintenance unit data. This data is generated by the Facilities Renewal Resource Model and provides reliable estimates of the outstanding backlog of building subsystem renewal needs, projected future renewal needs, and estimated annual funding requirements to meet them. This committee

submits a master list of capital improvement plan and repair and maintenance recommendations for review and approval before inclusion in the prioritized institutional plan.

For ongoing facilities planning, the college uses the Facilities Renewal Resource Model, Asset-Works, room utilization reports, the APRs, planning lists, and the Event Management System (starting in the fall 2012). In addition, the Space Management and Facilities Planning Committee meets throughout the academic year to make recommendations regarding space and use of facilities as well as prioritizes repair, maintenance, and construction projects. These planning and assessment measures are described in detail in Appendix IIIB-B (Planning and Assessment for Physical Resources) ([IIIB-1](#), [IIIB-2](#), [IIIB-3](#), [IIIB-4](#), [IIIB-5](#), [IIIB-6](#), and [IIIB-7](#) and [IIIB-21 through IIIB-24](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college demonstrates that it plans and evaluates its facilities and equipment on an ongoing and cyclical basis, taking utilization and other relevant data into account.

Actionable Improvement Plans

See [Standard III.A.6](#).

III.B.2.a. Long-range capital plans support institutional improvement goals and reflects projections of the total cost of ownership of new facilities and equipment.

Descriptive Summary

Currently, Leeward CC has mechanisms in place to address long-range capital plans that include the LRDP, UH system and UH BOR policies ([IIIB-25](#) and [IIIB-26](#)), and the college's strategic plan ([IIIB-27](#)).

The current LRDP was approved by the City and County of Honolulu in 1999 and not only establishes space requirements and allocations as shaped by the college's long-term goals, but also provides the framework by which the college can request funding for capital improvement projects. Because this document must be developed at great cost with the cooperation of the UH system and the UH community colleges and must be filed with the City and County of Honolulu, frequent revisions are not possible. In fact, proposed changes related to items stipulated in the LRDP must be filed with the City and County of Honolulu and await approval in order to adjust the plans. However, the LRDP does contain three provisions by which new capital improvement project-funding requests can be made: to address health and safety needs; to remain compliant with government regulations; and to expand long-range plans.

In December 2011, the college received funding from the UH Office of Capital Improvements to update the campus' LRDP. The project began in February 2011 with the first meeting of the LRDP advisory group, followed by a March 7 campus-wide kick-off workshop. The entire project is expected to take more than one year to complete. The LRDP update is coming at a critical juncture for Leeward CC due to the significant programmatic and physical resource changes that are occurring. Among the many changes to be addressed in the LRDP include the unprecedented growth in student enrollment, the relocation of the UH West O'ahu campus, the construction

of the education building, the direct and indirect impacts associated with the Honolulu High-Capacity Transit Corridor Project, renewable energy options, and the addition of a permanent campus facility in Waiʻanae.

Also in relation to the capital needs, the college's strategic plan includes processes by which more immediate needs, including those relating to facilities, can be addressed. In fact, from the annual revisit of the strategic plan, the college formulated and is continually refining the APR process, which provides collaborative input by the college community, through assessment and analysis of program review data, leading to the budgeting and planning needs and goals of the college. Through the APR process, the college ensures that capital plans and improvements are integrated with documented assessment data relating to the needs of academic and support units and that they are directly connected to budgetary development.

In addition, starting in 2007, the college created the Space Management and Facilities Planning Committee as part of the APR process. This standing committee serves as an added filter in prioritizing the planning lists generated by instructional and support divisions and units. Once each division/unit determines its needs through conversations and via data generated through the assessment process, it sends its prioritized list of capital and repair and maintenance needs to the committee, which is composed of four faculty members from various academic divisions, two support staff members, a student, and three ex-officio members of the administrative team: the vice chancellor of administrative services, the auxiliary and facilities services officer, and the facilities use officer. The committee, which meets throughout the academic year and is kept up-to-date on the immediate facilities and repair needs of the college, examines the prioritized division/unit lists and budget requests through a campus wide lens, taking into account long-range goals, college and system wide initiatives, the mission statement, and the strategic plan. Then, once the committee prioritizes the campus wide requests, it sends a report to the Campus Council and the chancellor for review and approval. (Also see [Appendix IIIB-B](#) for a description of the Space Management and Facilities Planning Committee.)

The above process successfully generated the 2011-2013 biennial budget requests for the college. As it relates to capital improvement plan items, Leeward CC requested four projects totaling \$32,284,000, which included \$19,013,000 for the education building, \$6,600,000 for air conditioning and ventilation upgrades in three separate campus buildings, \$6,201,000 for the Theatre renovation, and \$470,000 for stairway railings. The legislature and governor approved \$26,083,000 or 80 percent of the college's funding request, the only exception being the Theatre renovation project.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college demonstrates that its long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment. The college has secured funding to update the LRDP and the 2011-2013 capital budget funding request to the governor and legislature resulted in three of the requested four major projects being funded. These results effectively demonstrate that the college's use of its various planning and budgeting processes is successful and achieves the desired results.

Actionable Improvement Plans

None.

III.B.2.b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

Decisions regarding the use of resources, including physical resources, are made through APRs and broad-based dialogue involving all constituencies of the college. Meetings of the Faculty Senate, the Campus Council, division chairs, the Academic and Institutional Support committee, the Space Management and Facilities Planning committee, and the Sustainability committee are held regularly and foster institutional dialogue about the use of the college's physical resources. Such meetings help to ensure that physical resource decisions are discussed from the perspective of program and service needs.

For example, Leeward CC has implemented sustainability-related initiatives to make the campus more eco-friendly with some initiatives under the guidance of the Sustainability committee ([IIIB-28](#)). This committee includes faculty, staff, administration, and student government representatives. The four subcommittees of the Sustainability committee are recycling, resource conservation, teaching green, and spreading the green. In recent years, the college has implemented energy conservation measures, having replaced outdated lights with energy-efficient lighting campus wide. The college has also installed water conservation measures, including the new "smart" sprinkler system. Leeward CC upgraded its outdoor seating to provide comfortable, ADA-compliant study areas for students using furniture made of recycled materials. The Sustainability committee has initiated campus wide paper recycling and is preparing to implement bottle and can recycling. The Uluwehi Cafe has been using biodegradable plates and other implements. In April 2011, the Sustainability committee provided an array of activities to celebrate Earth Week, which included the third annual Ka Mole o nā Pua Festival and a campus beautification event ([IIIB-29](#), [IIIB-30](#) and [IIIB-31](#)).

As described in [Standard I.B.3.](#), the planning process is performed annually, and APRs gather data and information for decisions regarding physical resources. There are also opportunities in the APR to describe strengths and weaknesses of the various programs across campus, including the strengths and weaknesses of physical resources. For example, the installation of white boards and other smart room technology equipment in various classrooms and the purchase of musical instruments were the result of faculty input in the APR process. Another example is the creation of the computer classroom space for marketing/graphic arts courses.

There are also projects that are reactive due to emergencies or developing situations. For example, security is an important issue for all but especially for those who are on campus in the evenings. When parking lights were found not working during the fall of 2009, the lights were quickly replaced and the situation remedied.

There is flexibility and foresight regarding the use and implementation of physical resources at Leeward CC. The second access road is an example of this type of situation. First identified in the original 1966 campus master plan, the second access road has been an often-discussed and critically important issue for the campus and surrounding communities for decades. Having a secondary egress/ingress point for the campus is not merely a college issue but takes on a more regional need due to the various schools, businesses, residential neighborhoods, and landowners that would be impacted. The ongoing Honolulu High-Capacity Transit Corridor Project is an example of the type of regional transportation solution that will provide egress/ingress options for the campus and the surrounding community as the college has been designated as a future

site for a rail transit station. The administration has worked diligently with the state and city and county officials in developing an integrated physical resource plan that addresses critical institutional needs such as this. As a tangible programmatic benefit, the maintenance and storage facility for the Honolulu High-Capacity Transit Corridor Project will be located adjacent to the campus and may provide Leeward CC an opportunity to partner with the city and county on potential workforce development, training, and educational possibilities.

The administration is active in providing information and updates to the college community regarding construction projects and other works that impact the college's physical resources. Towards this end, the goal of the college community is the same: to create an improved learning and working environment for all to enjoy.

There is a concerted effort at Leeward CC to ensure that physical resource planning is integrated with institutional planning. Constructing facilities that offer a variety of campus eating options, purchasing and placing of bike racks, adding recycling containers, lowering the air conditioning in classrooms to save energy, offering campus clean-up competitions, ensuring facilities are safe for those who engage in various forms of exercise before classes, renovating restrooms, repainting campus buildings, and constructing a unisex restroom are just a few examples that provide evidence that demonstrate the effort the college makes to ensure that the institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Self Evaluation

The college is performing at expectations in this standard.

The APR process is the primary mechanism used by the college to plan, budget, and evaluate its physical resources. Regular discussions and meetings help to ensure that the college's physical resources are utilized to the best capacity possible. Projects involving the design, renovation, or use and implementation of physical resources on campus are both proactive and reactive as the circumstance requires.

Actionable Improvement Plans

None.

Standard III.B. Appendices

Appendix IIIB-A (Three-Prong Approach to Facilities)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27277/Appendix_IIIB-A.pdf

Appendix IIIB-B (Planning and Assessment for Physical Resources)

http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27278/Appendix_IIIB-B.pdf

Standard III.B. Evidence

- IIIB-1 **AssetWorks Online Work Request System (Login Access Needed)**
<https://fmax.its.hawaii.edu/uh/FMAXLogin.faces>

- IIIB-2 **Samples of Daily Facility Assessment Reports**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26541/AuxServSamples.pdf>

- IIIB-3 **UH Facilities Renewal Reinvestment Study, Pacific Partners Consulting Group, 2010 Update**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26540/ppcgoverview.pdf>

- IIIB-4 **Annual Program Reviews, DocuShare**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>

- IIIB-5 **Space Management and Facilities Planning Committee Reports (by Academic Year), Standing Committee Reports, College Planning**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2878>

- IIIB-6 **Capital Improvement Program Priority Listing, April 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26712/CIP_ListingApr2011.pdf

- IIIB-7 **Deferred Repair and Maintenance Projects Listing, April 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26713/DeferredRM_ListingApr2011.pdf

- IIIB-8 **UH Community Colleges Physical Facilities, Planning and Construction Office**
<http://www.hawaii.edu/offices/cc/ccadminpf.html>

- IIIB-9 **Auxiliary Services Unit's Current Projects Listing, Revised November 12, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26542/Aux%20servicecurrentprojects.pdf>

- IIIB-10 **Campus Council Minutes, 10/03/11, 4-6, Campus Project Updates**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26710/CC%20Minutes%2010-03-2011-approved.pdf>

- IIIB-11 **Campus Council Agendas and Minutes, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/page/411>

- IIIB-12 **Presentations, Administrative Services Resources**
<http://www.leeward.hawaii.edu/adminservices-resources>

- IIIB-13 **Construction and Renovation Updates, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/page/470>

- IIIB-14 **Learning Commons 2012**
<http://lcc.hawaii.libguides.com/learningcommons2012>
- IIIB-15 **Leeward CC Theatre**
<http://lcctheatre.hawaii.edu/>
- IIIB-16 **Educational and Innovation Instructional Facility,
Draft Environmental Assessment, May 2010**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26714/EdBldg_EnvAssess.pdf
- IIIB-17 **Leeward CC Employee Satisfaction Survey, 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27279/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIIB-18 **Campus Security**
<http://www.leeward.hawaii.edu/security>
- IIIB-19 **2011 Annual Security Report**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27280/asr2011.pdf>
- IIIB-20 **Emergency Operations Plan**
<http://www.leeward.hawaii.edu/adminservices-emergency-plan>
- IIIB-21 **College Planning Lists 2010-2011, College Planning**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2819>
- IIIB-22 **Leeward CC Institutional Plan 2009-2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27281/Institutional-Plan09_11.pdf
- IIIB-23 **Event Management Systems**
<http://www.dea.com/>
- IIIB-24 **Room Utilization AY 2010 (Excel)**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27282/Room_Utilization.xls
- IIIB-25 **UH Executive Policy, E4.201, Integrated Long-Range Planning Framework**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27283/e4201.pdf>
- IIIB-26 **UH Board of Regents Policies, Section 4-4, Long-Range Physical Development Plans**
<http://www.hawaii.edu/offices/bor/policy/borpch4.pdf>
- IIIB-27 **Leeward CC Strategic Plan**
<http://www.leeward.hawaii.edu/oppa-strategic-plan>
- IIIB-28 **Sustainability Committee, Leeward CC Intranet (Login Access Needed)**
<http://intranet.leeward.hawaii.edu/campus-committees>
- IIIB-29 **Leeward CC Ka Mole o nā Pua Festival, Promotional Website**
<http://kamoleonapua.weebly.com/index.html>
- IIIB-30 **Leeward CC Ka Mole o nā Pua Festival, Video**
http://youtu.be/jNMvAPsRC_w
- IIIB-31 **“In Celebration of Sustainability” for Earth Week**
<http://www.leeward.hawaii.edu/node/692>

III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

III.C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

Leeward Community College (Leeward CC) has a commitment to supporting technology infrastructure and encouraging innovation through technology. Technology resources continue to expand the opportunities for teaching and learning on the campus, and the college has several units dedicated to the support and training of technology.

Learning and Teaching

The technology support services are divided into the following academic support services: the Information Technology Group (ITG), the Educational Media Center (EMC), the library, and the Learning Resource Center (LRC). Each of these four services is described in more detail in Appendix IIIC-A (Technology Support Services) ([IIIC-1 through IIIC-14](#)).

The ITG consults with the Information and Computer Science discipline, Digital Media discipline, and Business division to ensure that the computer equipment used in the computer lab classrooms are up to date and meet the instructional needs of the campus. The EMC provides quality training to faculty on the use of technology in the classroom and provides workshops on innovative tools that can transform the learning environment. The library works directly with faculty to develop information literacy modules that are currently required in English 22 and English 100. The library faculty and staff also provide services to students and faculty to meet their research and information literacy needs. The LRC provides technology support directly to students through tutoring support of technology classes and assistance in the LRC.

In order to evaluate the effectiveness of its technology in meeting the varied needs of the faculty and staff, all the academic support services conduct routine surveys regarding items such as the satisfaction of the technology needs and the satisfaction with the services. For example, the EMC has comprehensive evaluation strategies in place for ongoing and annual review processes. These strategies include the evaluation of workshop and professional development opportunities, student evaluations of distance education (DE) courses, regular satisfaction surveys of all services provided, and instructor surveys of DE services. These services are further evaluated as part of the APRs, which are guided by the college's mission, its strategic plan, and administrative initiatives ([IIIC-14](#), [IIIC-15](#)).

Research

Instructional materials used for the information literacy training are regularly reviewed for clarity, currency, relevance, and compliance with accepted standards for information literacy instruction. The library recognizes the changing ways in which students study, work, and use technology and is working toward providing an environment that supports the use of personally-owned and library-provided technology in a variety of comfortable environments that encourages both individual and collaborative work. The library is also evaluating and implementing resources, tools, and techniques to increase and improve electronically delivered information, instruction, and services. In collaboration with other libraries in the UH system, evolving electronic research tools that allow efficient multi-format, cross-platform searching of information resources will be evaluated.

College wide Communications

Leeward CC has both an external presence with the Leeward CC website and an internal communication system with the intranet ([IIIC-14](#), [IIIC-16](#)). The external website has been redesigned to meet the needs of the campus community and the public. The intranet was created in 2011 to provide the infrastructure for intercampus communications. Various group sites have been developed, and the use of the intranet is expanding among the campus constituents. The OPPA is creating a more robust site for the dissemination of a wide range of campus communications including access to data and research, assessment updates, and accreditation information. Campus Council ([IIIC-17](#)) and the Curriculum Committee ([IIIC-18](#)) have also created intranet sites to better inform the campus of their activities.

Operational Systems

The technology fund, in effect since 1999, provides technology resources that support the entire college; this includes upgrades to current operating systems and productivity software (such as Microsoft Office Professional Plus), upgrades to the network, upgrades to the server infrastructures, support for information security, and funding of campus wide systems. The technology fund is also used to provide new computer equipment to faculty and staff who have computers that fall below the minimum standard configuration set by the UH Information Technology Services office. Other technology equipment that may be replaced includes computer peripherals like projectors, scanners, and printers.

Campus Perception

In the 2011 Employee Satisfaction Survey, 83.9 percent of respondents indicated that they agree or strongly agree when asked if “the technology provided by the college meets [their] needs.” This data shows that the majority of the employees are satisfied with the distribution and acquisition of technology resources at Leeward CC ([IIIC-19](#)).

The Employee Satisfaction Survey results also suggest that the campus is pleased with the efforts of the academic support units. When asked, “How satisfied are you with . . . ?” respondents indicated that they were satisfied with the following technology-related services: 94.9 percent for college Computing Labs; 95.0 percent for Networking/Computer Services; 95.8 percent for the Test Center; 96.3 percent for the Library; 96.2 percent for the EMC; and 97.6 percent for the LRC ([IIIC-19](#)).

Individual academic support units conduct their own surveys, and overall they mirror the results of the campus wide Employee Satisfaction Survey. See [Appendix IIIC-B](#) (Technology Resource Satisfaction Surveys) for examples of surveys conducted by the EMC and the Learning Resource Center ([IIIC-20 through IIIC-25](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that its technology resource needs are well provided for and distributed in an effective manner. The college has also demonstrated that it relies on several methods to evaluate the effectiveness of its technology in meeting the needs of the campus.

Actionable Improvement Plans

None.

III.C.1.a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Descriptive Summary

Leeward CC has made provisions for technology services, professional support, facilities, hardware, and software to enhance its operations and effectiveness. The technology fund is an established budget line item that supports the campus technology needs, which include network infrastructure, operating system and software, and server infrastructure and information security. For a detailed listing of the college's technology support services and resources as of the spring of 2011, see [Appendix IIIC-C](#) (Technology Support Services and Resources), which is organized by academic support service ([IIIC-4](#), [IIIC-8](#), [IIIC-9](#), [IIIC-20](#), [IIIC-26 through IIIC-37](#)).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

The college has demonstrated that its technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the college.

Actionable Improvement Plans

None.

III.C.1.b. The institution provides quality training in the effective application of its information technology to students and personnel.

Descriptive Summary

Leeward CC provides training in the use of technology through several of the academic support services units.

Information Technology Group

The ITG contributes by providing one-on-one support for technology through the Help Desk services. The Help Desk provides face-to-face, phone, and email support to the campus community, which includes all faculty, staff, and students. ITG's personnel consists of a group with expertise in varied areas, such as network, computer repair, server-system administration, student

information systems and microcomputer support and services. Between ten and 12 student assistants provide additional staffing ([IIIC-1](#)).

Educational Media Center

Periodically, the EMC conducts a needs assessment survey to determine campus requests ([IIIC-38](#)). Based on the results of the survey and developing trends in education and technology, the EMC provides face-to-face and online training and activities to the campus community, such as those listed in Appendix IIIC-D (Educational Media Center Training) ([IIIC-39 through IIIC-55](#)).

The EMC faculty provides training for DE instruction. Instructors are encouraged to participate in professional development classes before teaching a DE course; however, there is no certification process required. Once online courses are developed, improvement in the quality of instruction is dependent on individual instructors taking the initiative to improve their own courses. Leeward CC has implemented several grants that led to the development of DE courses through a “pay for work” agreement, which leads to online curricula materials being owned by the college. Any instructor teaching the course can use these curricula. While successful, the majority of course content taught through DE has been developed by individual instructors, and once these instructors leave the college, new faculty need to develop the same course material again.

Innovation Center for Teaching and Learning

Based on faculty and staff requests, the College Colloquia has included workshops on the use of technology ([IIIC-56](#)). A sample of recent workshops includes:

- “24/7 Help with Your iPad”
- “ELMO: It’s Not Just for Lectures Anymore”
- “Introduction to the Leeward CC Intranet”
- “I’m PowerPointed Out, What Else can I Do?”
- TGIF: “Laulima Lollapalooza”
- TGIF: “Create Your Own “Clicker” Presentation”
- Tech It Out Day
- “Exploring the College’s New Website”

In the fall of 2011, the college purchased a site license for Atomic Learning, an online resource that provides 24/7 on-demand training video clips on the use of over 200 software applications.

Library

The library supports students, faculty, and staff with a variety of programs ([IIIC-9](#)). For example, the library’s open house helps introduce the number of services the library offers to the campus community and provides an opportunity for all to meet the library staff. The Book-a-Librarian program provides an opportunity to schedule a one-on-one appointment for 30 minutes to have all questions answered about the library’s services and technology ([IIIC-10](#)). The information literacy tutorials for English 22 and English 100 students give an introduction and practical applications to using the library’s various research tools ([IIIC-57](#), [IIIC-58](#)). These tutorials are available for both traditional face-to-face and DE students. The library also draws on usage statistics from library online guides.

Learning Resource Center

The Learning Resource Center holds a comprehensive orientation for its front desk workers prior to the start of the semester. During this orientation, the front desk workers are taught how to use TutorTrac, which helps to book tutoring appointments and logs service usage for students. The front desk workers also answer quick questions about computers from students. Computer skills and digital media tutors receive the same comprehensive tutor training that other tutors receive. If any new staff members miss the orientation, the information is available online ([IIIC-59](#), [IIIC-60](#), [IIIC-61](#)).

The Writing Center, which is part of the LRC, hires student writing consultants based on faculty recommendation, samples of effective writing, and a thorough interview process. The writing consultants are heavily trained in face-to-face tutoring, tutoring via phone, and tutoring via Skype. These choices serve face-to-face as well as DE students ([IIIC-36](#)).

Leeward CC ensures the training and technical support it provides for faculty, staff, and students are appropriate through feedback surveys at the end of each training. Effectiveness is currently measured by participant feedback.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that academic services units are dedicated to ensuring that the training provided meets the needs on campus. A number of programs have been developed using division-specific surveys and through anticipating needs and opportunities. Consistent with this is the fact that all the academic services units scored very highly on the Employee Satisfaction Survey.

Although the college provides quality training in the effective application of its information technology to students and personnel engaged in DE, it needs to provide targeted training that focus on standardized development of online courses that address accrediting and federal requirements for DE.

Actionable Improvement Plans

None.

III.C.1.c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

Descriptive Summary

For long-range technology planning, the campus relies on the Information Technology (IT) Standing Committee to provide recommendations on future directions as part of the APR process. The IT Standing Committee is comprised of a cross-section of the campus community and includes faculty, staff, and student members. The IT Standing Committee reviews all APRs annually. Through this review process, campus needs are identified and future directions for IT are examined. The IT Standing Committee drafts a memo to the chancellor and Campus Council with recommendations for IT needs and resource implications. The administrative team and Campus Council use these recommendations in the final prioritization of the institutional plan.

For annual needs, the campus utilizes a technology fund to ensure technology resource needs are being met. All hardware in the computer classrooms is on a four-year replacement plan. Additionally, software is upgraded when necessary from funds set aside from the technology fund to meet the needs of technology-intensive programs. The service schedules vary according to specific needs of individual units. The technology fund is also used to provide for regular updating of faculty and staff computers. Each year, a computer inventory is taken to determine which computers are of the highest priority to replace. Each division or unit is allocated a budgeted amount for replacement of computers. This allocation is based on the number of full-time faculty or staff in that division or unit. The information technology coordinator meets with each division or unit head to finalize the replacement plan for the year. Division funds, grants or other extramural funds, which include computer purchases, supplement the computer replacement cycle. Whenever possible, computer desktops are recycled and redeployed.

The Help Desk and College Computing Labs manage the desktop equipment in the majority of the computer classrooms and open labs across campus as well as at the satellite campus, Leeward CC Wai'anae ([IIIC-2](#)).

The ITG administers the technology infrastructure including the network and server administration. Routing for intra-campus network traffic is handled by a Cisco Catalyst 6506E, which provides 1-gigabit ethernet connection to college servers and 1-gigabit fiber ethernet connections to each building on campus. The main internet feed is supplied through the UH Information Technology Services (ITS) by a Cisco Catalyst 6504E and Cisco 4900m router, which provides the campus with redundant 10-gigabit fiber connections to the UH ITS network ([IIIC-4](#)).

Wireless networking is available in about 90 percent of all indoor areas, including the student lounge, Uluwehi cafe, and the library, and plans are in effect to expand ([IIIC-62](#)). All instructional spaces have wireless networking available. Outdoor coverage includes the courtyards and main concourse in front of the library. Wireless connectivity is available for students, faculty, and staff for campus and personal laptops and any mobile electronic device ([IIIC-62](#)). The college is currently installing a new wireless system that will integrate with the UH wireless system; this will allow UH students, faculty, and staff who have a valid UH account to connect seamlessly to a wireless network on any of the university's ten campuses.

To ensure the reliability of the college data resources on the network, the ITG maintains a cluster of servers, housed in a secured room equipped with environmental controls and protected by rack-mounted uninterrupted power supply units (UPS) installed in a separate secured room. Leeward CC has service contracts for same-day replacement of server components in the event of

hardware failure. The ITG performs daily tape backup of critical servers that are located in the server room and the tapes are stored in a secured facility in another building. The sever administrator conducts annual recovery drills ([IIIC-63](#)).

The ITG has developed a disaster recovery plan in the event damage occurs to the campus server room or if there is a major campus wide power outage. As mentioned above, the college has rack-mounted UPS units and a gas-powered generator. During a power outage, the UPS units can power essential critical servers for three or four hours. For longer power outages, the generator will be able to provide continuous power to the server room.

Currently the Help Desk utilizes a “home-grown” Microsoft Access database ticketing system that was created in 2003 and has out lived its usefulness. The ITG is looking to implement a web-based Help Desk system that will allow users to submit and track their work orders online.

In 2006, the college identified **Planning Agenda 32** indicating the college will ensure that processes for acquiring, maintaining, and upgrading or replacing technology are consistently applied, without exception. In addition, the divisions and units were to develop a plan for replacement of faculty and staff computers on a regular basis.

In the 2009 Accreditation Midterm Report, Leeward CC reported that a regular replacement plan for computers from the College Computing Labs was implemented, that the ITG provided annual computer inventory reports, that all divisions and units submitted replacement requests, and that assessments of minimum hardware requirements were done. This planning agenda item has been sustained since 2009, and no further action is needed.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college demonstrates that it plans and acquires technology infrastructure and equipment to meet institutional needs.

Actionable Improvement Plans

None.

III.C.1.d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

Descriptive Summary

The technology fund is used to keep desktops and peripherals up to date. The information technology coordinator meets with the divisions to review an inventory of computers and to determine a priority list for the year based on the age of computer and the needs of the user. Other technology resources in the classrooms also have annual replacement budgets, such as the College Computing Labs and smart classrooms. Desktop computers are on a four-year replacement cycle and are redeployed whenever possible ([IIIC-6](#), [IIIC-15](#), and [IIIC-62](#)).

In addition, planning for technology needs is integrated in the APR process. After the individual divisions' and units' technology needs are defined and prioritized, the APR leads to institutional prioritized planning list, called the institutional plan. The implementation of the technology

resources is coordinated between these functional areas and the ITG once budgets are finalized (([IIIC-6](#), [IIIC-28](#), and [IIIC-62](#)).

Leeward CC hopes to integrate technology in all campus classrooms. As of the spring of 2011, there were 58 smart classrooms, which are classrooms that have a computer cart with a dual-boot computer, DVD player, projector, projection screen, and speakers. In addition, nine classrooms are projector-ready for instructors to use with their own laptop, and nine computer classrooms also have projectors mounted in the room. With a total of 87 classrooms, Leeward CC has technology in 87 percent of its classrooms. These smart classrooms help to incorporate technology into instruction and learning ([IIIC-54](#)).

Self Evaluation

The college is performing at expectations in this standard.

In this standard, Leeward CC has demonstrated that it distributes and uses technology resources to support the development, maintenance, and enhancement of its programs and services.

Actionable Improvement Plans

None.

III.C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

Descriptive Summary

Technology resources, as with all other resources at Leeward CC, are evaluated annually through a variety of methods to ensure the resources are effectively supporting programs and services. The primary mechanism for evaluating technology and identifying needed improvements is through the planning process. See [Standard I.B.3](#) for a detailed discussion of the planning process.

As part of the APR, the academic services units that support technology include outcome assessments as an evaluation tool of services provided. These outcome assessments are also submitted to the system as part of the Annual Report of Program Data (ARPD) ([IIIC-15](#), [IIIC-64](#)). Any needed improvements are identified in the APR and, if resources are required, included in a planning list. All planning lists are combined and prioritized by the administrative team. This prioritization includes the recommendations of the Information Technology Standing Committee ([IIIC-65](#)).

One example of a change in the delivery of technology services is the learning commons, a renovation project that is relocating the LRC and the Writing Center into the second floor library space. These relocated services will be adjacent to the library's reference services and new technology resources for students (desktop and laptop computers, iPads, and e-readers). The renovated second floor space offering of diverse services will be made even more attractive to students by the addition of a coffee shop. The renovated first floor space formerly occupied by the LRC will house an expanded testing center and computer lab. Anticipated opening of the learning commons is the beginning of the fall of 2012 semester ([IIIC-11](#)).

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about the how the college was “thriving” and “struggling” in terms of assessing the effective use of technology resources for DE ([IIIC-66](#)). For this topic, participants felt that there were technology resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Some participants suggested that the college create a DE program in which an administrator is focused on DE-centralized coordination such as technology resources. Another suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as technology resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIIC-67](#)) address many of the issues brought up at this roundtable discussion.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that the APR process is thorough and ensures that each division or unit has input in the planning process and prioritized lists. Academic services units that provide technology resources and services regularly assess their effectiveness through outcome assessments and satisfaction surveys. These assessments are included in the academic services APR and ARPD and used to evaluate effectiveness and identify needed improvements.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

See [Standard III.A.6](#).

Standard III.C. Appendices

Appendix IIIC-A (Technology Support Services)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26684/Appendix%20IIIC-A.pdf>

Appendix IIIC-B (Technology Resource Satisfaction Surveys)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26685/Appendix%20IIIC-B.pdf>

Appendix IIIC-C (Technology Support Services and Resources)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26720/Appendix%20IIIC-C.pdf>

Appendix IIIC-D (Educational Media Center Training)

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26721/Appendix%20IIIC-D.pdf>

Standard III.C. Evidence

IIIC-1 Information Technology Group Staff

<http://emedia.leeward.hawaii.edu/itg/contact-staff>

IIIC-2 College Computing Labs

<http://emedia.leeward.hawaii.edu/itg/ccl>

IIIC-3 Help Desk

<http://emedia.leeward.hawaii.edu/itg/helpdesk>

IIIC-4 Test Center

<http://emedia.leeward.hawaii.edu/itg/testcenter>

IIIC-5 Networking Services

<http://emedia.leeward.hawaii.edu/itg/networking>

IIIC-6 Technology Funding Spending Strategies

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27293/6%20Technology%20Funding%20Spending%20Strategies.pdf>

IIIC-7 Educational Media Center Events Calendar

<http://emedia.leeward.hawaii.edu/emc/events-calendar>

IIIC-8 Leeward CC Library Research Tools

<http://www.leeward.hawaii.edu/lib/researchtools.html>

IIIC-9 Leeward CC Library

<http://www.leeward.hawaii.edu/library/>

IIIC-10 Leeward CC Book-A-Librarian

<https://spreadsheets.google.com/viewform?hl=en&authkey=CKKr3bUH&formkey=dDZpeVoyNWhYUUNtdF9ncGtocnJ0NkE6MQ#gid=0>

IIIC-11 Learning Commons 2012

<http://lcc.hawaii.libguides.com/learningcommons2012>

IIIC-12 LRC Workshop Schedule, Fall 2009

<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27294/12%20LRC%20Workshop%20Schedule,%20Fall%202009.pdf>

- IIIC-13** **LRC Workshop Schedule, Spring 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27295/13%20LRC%20Workshop%20Schedule,%20Spring%202010.pdf>
- IIIC-14** **References, OPPA Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/507>
- IIIC-15** **Annual Program Review Academic Services, 2011-2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27288/APR_Academic_Services%20Final_2011_2012.pdf
- IIIC-16** **Leeward CC Website**
<http://www.leeward.hawaii.edu/>
- IIIC-17** **Campus Council Group, Leeward CC Intranet (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/campus-council>
- IIIC-18** **Curriculum Committee**
<http://emedia.leeward.hawaii.edu/facsenate-cc/>
- IIIC-19** **2011 Employee Satisfaction Survey**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27289/39_Leeward_Campus_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIIC-20** **Education Media Center Survey Results, 2008**
<http://www.surveymshare.com/survey/external/results?key=AIA2CAC>
- IIIC-21** **Education Media Center Survey Results, 2009**
<http://www.surveymshare.com/survey/external/results?key=AIAAHVD>
- IIIC-22** **Education Media Center Survey Results, 2010**
<http://www.surveymshare.com/survey/external/results?key=AIA3EA>
- IIIC-23** **Learning Resource Center Student Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27296/23%20Learning%20Resource%20Center%20Student%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-24** **Learning Resource Center Faculty Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27297/24%20Learning%20Resource%20Center%20Faculty%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-25** **Learning Resource Center Faculty Open-Ended Survey Results, Fall 2010**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27298/25%20Learning%20Resource%20Center%20Faculty%20Open-Ended%20Survey%20Results,%20Fall%202010.pdf>
- IIIC-26** **Information Technology Group, Campus-Supported Software**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27299/26%20Information%20Technology%20Group,%20Campus-Supported%20Software.pdf>
- IIIC-27** **Information Technology Group, Funding Policies**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27300/27%20Information%20Technology%20Group,%20Funding%20Policies.pdf>
- IIIC-28** **Information Technology Group, Minimum Hardware Platform**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27301/28%20Information%20Technology%20Group,%20Minimum%20Hardware%20Platform.pdf>

- IIIC-29 **Information Technology Services (Intec)**
<http://emedial.eeward.hawaii.edu/emc/intec>
- IIIC-30 **Distance Education Services**
<http://emedial.eeward.hawaii.edu/emc/de>
- IIIC-31 **Educational Media Center Staff**
<http://emedial.eeward.hawaii.edu/emc/node/56>
- IIIC-32 **Leeward CC Library Backup Website**
<http://www2.hawaii.edu/~lccref/>
- IIIC-33 **Library Mobile Website**
<http://www.leeward.hawaii.edu/lib/m/>
- IIIC-34 **Learning Resource Center Website**
<http://emedial.eeward.hawaii.edu/lrc/>
- IIIC-35 **List of Learning Resource Center Tutors**
<http://emedial.eeward.hawaii.edu/lrc/tutoring.html>
- IIIC-36 **Writing Center**
<http://emedial.eeward.hawaii.edu/writingcenter>
- IIIC-37 **Kāko'o 'Ike Program**
<http://emedial.eeward.hawaii.edu/kiprogram/assistive.htm>
- IIIC-38 **Educational Media Center Needs Request Survey, 2010**
<http://www.surveymshare.com/survey/external/results?key=AIAEJAD>
- IIIC-39 **Faculty Boot Camp**
<http://emedial.eeward.hawaii.edu/emc/facultybootcamp>
- IIIC-40 **Technology Development Workshops**
<http://emedial.eeward.hawaii.edu/emc/workshops>
- IIIC-41 **Laulima Training**
http://emedial.eeward.hawaii.edu/emc/laulima_topics
- IIIC-42 **Leeward Blackboard Collaborate**
<http://emedial.eeward.hawaii.edu/emc/blackboard-collaborate>
- IIIC-43 **Pacific Region Learning Summit**
<http://sites.google.com/site/pacregion2011/>
- IIIC-44 **Student Training Initiatives**
<http://emedial.eeward.hawaii.edu/emc/ilearn>
- IIIC-45 **iTeach Teaching Online Model**
<http://blogs.leeward.hawaii.edu/iteach/teaching-online/>
- IIIC-46 **iCourse Design**
<http://blogs.leeward.hawaii.edu/iteach/icourse-design/>
- IIIC-47 **iCourse Design Graduates**
https://spreadsheets.google.com/a/hawaii.edu/spreadsheet/pub?hl=en_US&hl=en_US&key=0AqgSKJxuBrLcdDZ0Q1g1azdEbmK3aFhGR3FVTE1Ib3c&single=true&gid=2&output=html

- IIIC-48** **iFacilitate**
<https://sites.google.com/site/lccifacilitate/>
- IIIC-49** **TWITAL: This Week in iTeach @ Leeward**
<http://blogs.leeward.hawaii.edu/twital/>
- IIIC-50** **Tech It Out Day**
<https://sites.google.com/site/lcctechitout/>
- IIIC-51** **Laulima @ Leeward**
<http://emedia.leeward.hawaii.edu/emc/laulima-topics>
- IIIC-52** **Google @ UH Apps Training**
<http://emedia.leeward.hawaii.edu/emc/googleuh>
- IIIC-53** **Office 2010 Training**
<http://emedia.leeward.hawaii.edu/emc/office>
- IIIC-54** **Smart Classrooms Training**
<http://emedia.leeward.hawaii.edu/emc/smartclassroom>
- IIIC-55** **Turning Point Clickers Training**
<http://emedia.leeward.hawaii.edu/emc/turningpoint-clickers>
- IIIC-56** **College Colloquia Workshops, 2006-1012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26969/College_Colloquia_Workshops_2006to2012.pdf
- IIIC-57** **English 22 Information Literacy Tutorial**
<https://sites.google.com/site/eng22tutorial/>
- IIIC-58** **English 100 Information Literacy Tutorial**
<https://sites.google.com/site/eng100tutorial/>
- IIIC-59** **Learning Resource Center Staff Information Page**
http://emedia.leeward.hawaii.edu/lrc/Staff_info--Payroll_and_Training.htm
- IIIC-60** **Learning Resource Center Skype Tutoring**
http://emedia.leeward.hawaii.edu/lrc/Skype_content_tutoring.htm
- IIIC-61** **Learning Resource Center TutorTrac Appointment Booking**
<http://166.122.32.21/TutorTrac/Default.html>
- IIIC-62** **Information Technology Group, Wireless Coverage Map**
http://emedia.leeward.hawaii.edu/itg/wireless/index.php?option=com_content&view=article&id=46&Itemid=125
- IIIC-63** **Information Technology Group Services**
<http://emedia.leeward.hawaii.edu/itg/services>
- IIIC-64** **Annual Report of Program Data (ARPD) Website**
<http://www.hawaii.edu/offices/cc/arpd/index.php>
- IIIC-65** **IT Committee Recommendations, Spring 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27290/IT_Committee_Recommendation_2011.pdf

- IIIC-66** **Convocation Roundtable Summaries, Spring 2012**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27291/Convocation_Roundtable_Summaries_Spring_2012.pdf
- IIIC-67** **DE Strategic Plan**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27292/DE_Strategic_Plan.pdf

III.D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resource planning is integrated with institutional planning.

III.D.1. The institution relies upon its mission and goals as the foundation for financial planning.

III.D.1.a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary

The actual expenditure budget for the fiscal year (FY) 2011 (most recent year available) for all appropriated funding sources of Leeward Community College (Leeward CC) was \$32.2 million, as highlighted in the table below. This budget includes funding received from state general fund appropriations, tuition, non-credit programs, summer session, and other special and revolving funds.

| Appropriated Funds | |
|---|--|
| Source of Funding | June 30, 2011 Expenditures and Encumbrances |
| State General Funds | \$15,638,202 |
| Tuition and Fee Special Fund | \$10,501,071 |
| Community College Special Fund | \$3,718,851 |
| Revolving Funds | \$840,627 |
| Federal Funds – Work Study | \$60,367 |
| Federal Funds – Education Stabilization | \$1,480,086 |
| Total | \$32,239,204 |

Table 64, Expenditure Budget of Appropriated Funds, FY 2011

In addition to the appropriated funds, the college receives and expends monies received from non-appropriated sources, such as extramural funding received from grants and contracts and revenues derived from the University of Hawai'i (UH) Foundation. The primary source of the extramural funding is from federal, state, and local government agencies. In FY 2011, the actual expenditures incurred from non-appropriated funding sources of the college were \$2,686,120, which includes \$2,428,275 from extramural funds and \$257,845 from UH Foundation funds.

The college's mission statement ([IIID-1](#)), *Strategic Plan 2008-2015* ([IIID-2](#)), Annual Program Review (APR) process, and Long Range Development Plan (LRDP) are the foundation of institutional planning at Leeward CC. Together, these plans clearly describe the long-range goals, provide the direction and stability, and set the guidelines and priorities for the UH system, the UH Community Colleges (UHCCs), and Leeward CC.



As noted in [Standard I.B.3.](#), the planning process begins with a review of the college’s mission and strategic plan. In July 2011, the college initiated a leadership retreat ([IIID-3](#)) to provide a clearer focus on the college’s goals before the start of the planning process. At the retreat, the following goals were identified ([IIID-4](#)):

- Clarify shared goals and craft simple language (across all relevant organizational plans).
- Evaluate progress against goals and consider future needs.
- Adopt common criteria for evaluating budget requests (at all level of the organization).
- Build support for adopting vision-led budgeting; consider modifying current processes.

After the leadership retreat, the planning cycle continued with the distribution of the APR templates.

Assessment results are integrated into the APRs and used as a part of the evaluation of programs and units. Specific strategic plan strategies are also incorporated into the APRs as programs and units identify their impact in meeting strategic goals.

From the APR templates, each division and each unit generates a planning list, which is a prioritized list of resources and budget requests required to implement improvement in services, programs, and effectiveness ([IIID-5](#)). The administrative team, incorporating input from the Information Technology standing committee and Space Management and Facilities Planning standing committee, reviews planning lists for all areas. During the administrative review, funding sources and reallocations are discussed. A draft of the institutional plan is developed for discussion with the Campus Council. The Campus Council then reviews and approves the integrated and prioritized document, which becomes the college’s institutional plan ([IIID-6](#)).

From this institutional plan, budget and resource decisions are made. Evidence of these decisions and their impact can be found in the 2011-2012 College Effectiveness Report ([IIID-7](#)). Progress toward strategic goals and strategic outcomes can also be found in the College Effectiveness Report.

An example of the implementation of this process can be found in the allocation of additional resources for the professional development needs in the Innovation Center for Teaching and Learning. As a result of quantifiable needs identified in the APR and the subsequent institutional plan, additional campus resources were allocated in order to meet the growing professional development needs of faculty and staff. As a college and as a UH strategic planning priority, this initiative fit into the short- and long-term planning goals of the college and has resulted in increased participation in professional development opportunities. Grants awarded for professional development from the Innovation Center for Teaching and Learning are assessed for their effectiveness in improving the professional skill levels of awardees and benefiting the college.

For the biennium and supplemental budget requests, UH budget parameters may impact the prioritization. These parameters are distributed to all chancellors via Budget Preparation Instructions, which are prepared by the UH chief financial officer (IIID-8). Additional guidelines are included in the Budget Policy Paper (IIID-9 and IIID-10). Since the biennium and supplemental budgets deal with new state appropriated general funds, it is at this point in the planning process where all sources of funding, such as special funds, tuition and fees, extramural grants, and the reallocation of existing funds, are considered. Both the Leeward CC planning process and the UH system budget request process set the parameters for content and timelines of the financial planning process. The UH Board of Regents (UH BOR) receives information about fiscal planning that demonstrates its links to institutional planning via the UH president and the UH vice president for budget and finance/chief financial officer (IIID-11).

The strategic plan and institutional plan link financial planning to both short and midterm plans. Long-term planning relies on the UH system (IIID-12) and the LRDP, which was last updated in 1996, approved by the UH BOR in 1999 with minor modifications made in 2010 and 2011. An update to the college's LRDP is currently in process. Funding was received in December 2011, allowing for the formation of an advisory committee and the hiring of Helber, Hastert & Fee. Two campus-wide workshops were held in the spring of 2012. Anticipated completion of the LRDP is expected to be in 2013.

Distance education (DE) does not have a separate line item budget. Funding for DE-specific activities is contained within the instructional and academic services budgets. Resources for DE were listed, reviewed, and analyzed in the college's Substantive Change Proposal (March 2009), which was approved by the Accrediting Commission for Junior and Community Colleges/Western Association of Schools and Colleges (ACCJC/WASC) (IIID-13).

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, Leeward CC demonstrates that it is consistently integrating financial planning within the contextual framework of several integrated planning processes, including the APR process, the Leeward CC and the UHCC system strategic plans, and the LRDP. In assessing and reviewing the planning process, it was apparent that the LRDP required an update to guide the long-range program and facility planning efforts for the college, which is especially critical in light of the rapidly changing environment that is confronting the college, including the relocation of the UH West O'ahu campus, record enrollment growth, and the direct and indirect impacts associated with the Honolulu High-Capacity Transit Corridor Project (rail system). Long-range program and facility planning efforts should also address expanding enrollment, pro-

grams, services, and facility acquisition, and renovation plans of the Wai‘anae satellite campus. DE services should also continue to be evaluated to ensure sufficient resources are available for effective planning, maintenance, implementation, and enhancement of DE courses, programs, services, and personnel development.

Actionable Improvement Plans

None.

III.D.1.b. Institutional planning reflects realistic assessment of financial resources availability, development of financial resources, partnerships, and expenditure requirements.

Descriptive Summary

Leeward CC’s operating budget is primarily derived from the state’s general funds, which are appropriated by the legislature. The availability of these funds is based on biennial legislative appropriations subject to the governor’s allocation. By law, the governor is required to allocate funds based on projections by the state’s Council of Revenues. Should revenues not materialize, the governor may impose budget restrictions and/or budget reductions to balance the state’s budget.

The college disseminates financial information concerning the planning, allocation, and use of financial resources. Each year the administrative team develops an operational expenditure plan (IIID-14) that details how the college’s annual allocation is to be expended. The college’s leadership considers projected and actual revenue and expenditure information when making budgetary decisions, then this information is presented to members of the Campus Council for their input and recommendations (IIID-15). The operational expenditure plan, along with the college’s annual budget allocation, is also regularly shared with the leadership team and with the college community during the convocation (a general meeting) held at the beginning of each semester (IIID-16). Budget updates are also shared with governance groups, as requested, as indicated in the October 3, 2011, minutes of the Campus Council (IIID-17).

With increasing student enrollments and scheduled tuition increases, tuition revenues have increased significantly over the past years. The growth in tuition revenue and enrollment funding has made the recent reductions to the college’s state general fund budget more manageable and has allowed the college to maintain its existing funding levels to all instructional and support units.

Integrated with the *UH Strategic Outcomes and Performance Measures, 2008-2015*, the UHCCs implemented a performance-based funding model (IIID-18) for the community colleges in FY 2010-2011. The state legislature had previously restored a portion of the federal stimulus funds to the UHCCs, and these monies were then earmarked to fund the performance-based funding initiative. Each community college, including Leeward CC, can have its funding fully restored provided that it meets or exceeds its performance targets in five key performance indicator areas. These performance measures include 1) number of degrees and certificates achieved for all students, 2) number of degrees and certificates achieved by Native Hawaiian students, 3) number of degrees and certificates achieved by students in disciplines related to science, technology, engineering, and mathematics (STEM), 4) number of Pell grant recipients, and 5) number of transfers to UH baccalaureate institutions.

During the first year of implementation, the college met or exceeded the performance measure targets in all areas and subsequently received 100 percent of its performance funding entitlement. These funds were then incorporated into the college's annual operational expenditure plan.

The funding received from the aforementioned performance measures are in addition to the funds the college receives through enrollment growth incentive funding. This initiative, originally approved by the state legislature in 2007, earmarks funding specifically to cover the differential cost (additional costs net of tuition revenue) for additional credit classes that are offered to meet student demand. In the five years that the enrollment growth incentive funding has been in place (2007-2008 through 2011-2012), enrollment has grown by 34 percent, and the college has received more than \$2.9 million in additional funding ([IIID-19](#)).

Financial resources identified in the operational expenditure plan, which include state general funds, tuition, reallocation opportunities, enrollment funding, and performance-based funding, are spent according to the prioritized budget needs identified in the college's institutional plan.

In 2006, the college identified **Planning Agenda 33** indicating that the college would continue working with the UH system and the UHCCs so that college needs are met regarding institutional planning.

The college works with the UHCC system and the UH system in several ways. System wide meetings of all vice chancellors of academic affairs/chief academic officers, vice chancellors of administrative services, and vice chancellors/deans of student services occur regularly throughout the year. The Council of Chancellors meets monthly, with the first half of the day set aside for UHCC chancellors, who are then joined by UH baccalaureate chancellors and the UH president. The college is also well represented on several system wide committees, such as the committee of COMPASS coordinators, the IR cadre, the UHCC strategic planning committee, and the marketing representatives. These meetings provide consistent and efficient opportunities for communication, interaction, and collaboration.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that it effectively links institutional planning efforts with a realistic assessment of financial resources as detailed on the annual operational expenditure plan.

Actionable Improvement Plans

None.

III.D.1.c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

Descriptive Summary

APRs from all academic divisions and support units of the college identify planning list items that are directly tied to strategic planning goals and objectives, UH presidential initiatives, and SLOs. The planning lists are incorporated into an institutional plan that identifies short-term and long-term funding priorities for the college. The institutional plan is updated each year during the APR process and is vetted with the governance bodies of the campus. In addition, the institutional plan is published on the college's website and is presented to the campus community at convocation ([IIID-6](#) and [IIID-16](#)).

Long-term liabilities and obligations are primarily incorporated into the financial plans at the UH system level or state level. At the institutional level, Leeward CC has a long-term liability related to debt service payable for the acquisition of the satellite campus at Wai'anae. UH revenue bonds were issued for the acquisition and renovation of Leeward CC Wai'anae, and this is a thirty-year obligation of the college. The semi-annual debt service payments are incorporated into the college's short- and long-term financial planning documents and are accounted for in the annual operational expenditure plan.

With regard to building maintenance, the basis for funding requests is incorporated into a UH facility renewal reinvestment software tracking system developed by Pacific Partners Consulting Group. This facilities software management tool develops multi-year repair and maintenance schedules for the college and is the foundation for funding requests to the state and in the development of the campus annual repair and maintenance budget schedules and the annual update to the college's deferred repair and maintenance schedule.

In the 2009-2015 University of Hawai'i Professional Assembly (UHPA) contract agreement ([IIID-20](#)), there are several negotiated salary adjustments noted in Article XXI. A 6.667 percent payroll reduction for all faculty was effective on January 1, 2010. This reduction ended on June 30, 2011, and faculty salaries were restored. This agreement indicates that a lump sum payment of 25 percent of the payroll reduction would be returned to all faculty on July 1, 2012; a second lump sum payment of 25 percent of the payroll reduction will be returned on July 1, 2013; and the remaining 50 percent of the payroll reduction will be returned on July 1, 2014. In addition, a 3 percent salary increase will be made on July 1, 2013, and a second 3 percent salary increase will occur on July 1, 2014. This agreement commits Leeward CC to a payment of approximately \$1.6 million in 2012 and 2013, and a payment of approximately \$3.2 million in 2014. This liability is anticipated and planned for in the college's operating budget and will be paid for with excess revenues from tuition and fees.

Another anticipated obligation is the maintenance, janitorial, utility, and staffing costs associated with the Education building currently under construction. Leeward CC is requesting the operational costs from the state legislature. If the request is not funded, excess tuition and fee revenue will be used to cover the costs. Planning for the Education building is included in the LRDP.

With regards to student obligations, the Financial Aid Office monitors student financial aid obligations, such as student loan default rates and compliance with federal regulations. Student loan default rates are reported in the ACCJC Annual Fiscal Report ([IIID-21](#)).

Lastly, every full-time faculty and staff member accrues vacation hours based upon union contracts and position types. There is a limit of four weeks of accrued vacation that is enforced annually. Unused vacation hours beyond the limit are lost to the employee. This policy limits the liability of the college. Additionally, no faculty or staff member can receive compensatory time.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion of the college's response to this recommendation.

Self Evaluation

The college is performing at expectations for this standard.

In this standard, the college has demonstrated that it effectively plans for payments of long-term liabilities within the framework of its planning processes and the annual operating budget. Before undertaking such financial obligations, the institution considers the long-range financial implications associated with debt service payments to ensure financial stability. The college ensures compliance with existing state and UH policies in order to maintain financial integrity.

Actionable Improvement Plans

None.

III.D.1.d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

Descriptive Summary

Financial planning and budget development are based on two parallel processes: UH, which is based on the state's planning, programming, and budgeting system ([IIID-22](#)), and the college's internal planning process.

The college's planning process allows all campus constituencies to be involved in budget development. The completed APRs provide prioritized planning lists of resource needs. The results of the APR prioritizations are posted online ([IIID-5](#)), reviewed by administration, approved by Campus Council, and shaped to fit the parameters of the UH president's budget guidelines ([IIID-8](#) and [IIID-9](#)). This compilation is referred to as the institutional plan.

Using the institutional plan as a guide, the vice chancellor of administrative services coordinates and creates the formal budget request in compliance with UH and UHCC guidelines. The budget request is reviewed and approved by the chancellor, who delivers it to the vice president of UH community colleges. The Campus Council reviews the proposed budget request prior to it being forwarded to the UHCC system office. Leeward CC's budget request is then merged with other UHCC budget requests and consolidated into one UHCC system budget request. This in turn is merged into the entire UH system's final budget, which is presented to the UH BOR.

When Leeward CC's budget request is incorporated into the UHCC and the UH system requests, the budget may undergo reprioritization before being submitted to the UH BOR. These adjustments are shared with the college community during fall convocation. The UH BOR-approved budget is then submitted to the governor and the state legislature. The budget guidelines and details of the financial processes are clearly defined and posted online.

The internal financial and budget development process, encapsulated within the APR process, is explained on the Office of Planning, Policy, and Assessment (OPPA) website with results and reports posted online for campus review. In April 2010, details on the UH system budget process were added to timelines to give the college constituencies a broader and more comprehensive perspective and understanding of the budgeting process. This information was also added to the college's intranet ([IIID-19](#)).

The APR process is a "ground-up" procedure to ensure that all constituencies have appropriate opportunities to participate, either through direct participation or by representation, in the development of institutional plans and budgets. Each instructional division and support area is responsible for eliciting input and discussion to complete the APR. Completed APRs are shared online with the campus community as a means of providing every member of the college with information on how funding priorities are established in developing the college's budget ([IIID-23](#)).

Every two years, a formal institutional plan is created to provide a tracking mechanism that indicates how the planning lists developed in the APR are integrated into the budget, providing evidence that the college administration consistently adheres to established guidelines and practices ([IIID-6](#)).

In 2006, the college identified **Planning Agenda 34** indicating that it will improve its assessment tools and focus on obtaining student achievement data that can be better correlated with its assessment of student learning in courses, programs, and support areas.

Much progress has been made in the development of assessment tools and other outcome measures to assess student achievement in courses, programs, and support areas. In 2008, a system wide committee, the Instructional Program Review Council, began developing a set of benchmarks and benchmark values that were used by all the UHCCs to determine program health. This effort is ongoing, and measurements have been identified for all CTE programs, developmental education programs, student services, academic services, and administrative services as part of the Annual Report of Program Data (ARPD). This data is reported and can be reviewed online for instructional programs and student services ([IIID-24](#)).

The college has also participated in the UHCC system wide Achieving the Dream initiative, and data elements common to all participating colleges are reported on to the system. Reports on student achievement data can be found at the OPPA intranet site ([IIID-25](#)).

Additional assessment data is collected, analyzed, and reported on through ongoing assessment and appear in the APR templates.

Campus Perception

In May 2011, the Campus Council distributed a survey on the effectiveness of the APR process ([IIID-26](#)). A total of 44.6 percent of respondents identified "extensive" participation in the planning and priority setting of their program, unit, or division, with an additional 37.2 percent identifying with the "somewhat" level of participation, leaving less than 19 percent of faculty and staff not involved.

In the 2011 Leeward CC Employee Satisfaction Survey, the statement “Information on the College’s financial planning is clearly available to faculty/staff” garnered a 10.2 percent “strongly agree” response and a 43.9 percent “agree” response ([IIID-27](#)).

Although more than 50 percent agree that the college’s financial planning is clearly available, efforts to increase the percentage were initiated in August 2011, with the re-launch of an invigorated Leeward CC intranet. The revised intranet has a special section on the college’s budget. The vice chancellor of administrative services is now able to upload documents, creating a more efficient and seamless way to disseminate financial information.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

In this standard, the college has demonstrated that it adheres to well-defined guidelines and processes for financial planning and budget development based upon the mission and goals of the college. These processes are open, and opportunities exist for participation in the process by all college constituencies.

Actionable Improvement Plans

To increase awareness and knowledge of budgetary and financial planning matters, the vice chancellor of administrative services will add additional resources to the college’s intranet by fall of 2012.

III.D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

III.D.2.a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

Funding allocations are reviewed annually as part of the APR and planning processes, which include existing allocations and requests for new funding. Funding allocations and requests for new funding are directly tied to the strategic plans and objectives of the college, the UH system, and the UHCC system, as well as the UH presidential initiatives. Funding allocations and requests for new funding are justified by various supporting data, including data for the assessment of an SLO or outcome measure or for tactical implementation of a strategic planning goal or objective. Only data-driven initiatives are included in reallocation proposals or new funding requests. This information is detailed in the college’s APR and institutional plan documents.

On January 31, 2011, the Accuity LLP concluded its financial and compliance audit on the UH system that covered the period from July 1, 2009, to June 30, 2010. The study on internal control over financial reporting concluded with the following statement: “We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses.”

In the event of an audit exception or management advice item, the college would provide a prompt and timely response to ensure that corrective action is taken to prevent any future occurrence.

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that its financial documents are integrated into UH’s annual financial audit, and opinions expressed by the independent external auditors verify and validate the college’s internal control over financial reporting.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

None.

III.D.2.b. Appropriate financial information is provided throughout the institution.

Descriptive Summary

Information regarding the budget, fiscal conditions, financial planning, and audit results is provided to the college community in a variety of ways:

- In person to the college community ([IIID-16](#))
 - Budget presentations at fall and spring convocations by the vice chancellor of administrative services (recaps available online)
 - Presentations on capital improvement program and repair and maintenance projects at fall and spring convocations by the vice chancellor of administrative services (recaps available online)
- In person at representative group meetings
 - Division chair meetings ([IIID-28](#))
 - Campus Council meetings ([IIID-29](#))
 - Faculty Senate meetings ([IIID-30](#))
- Online
 - Budget page on the college’s intranet, which includes the operational expenditure plan ([IIID-19](#))

- APR webpage ([IIID-31](#))
- Financial Management Information System (FMIS) ([IIID-32](#))
- UHCC system budget website ([IIID-33](#))
- UH system website ([IIID-34](#))

The chancellor and vice chancellor for administrative services also conduct budget update sessions designed for specific groups on issues and concerns related to a group's operations and planning. Examples of these informational sessions include:

- Operations and Maintenance Group (July 30, 2009)
- Administrative Support Group (June 4, 2009)
- Leadership Development Group (September 2010)

Biennium and supplemental budget requests and approvals and the operational expenditure plan ([IIID-17](#)) are available online ([IIID-19](#)). The operational expenditure plan, developed by the administrative team, details how the college's annual allocation is to be expended. The operational expenditure plan is also shared with the entire campus at the beginning of each academic year during the college's fall convocation. This information is also presented to members of the Campus Council for their input and recommendations prior to finalization. The Campus Council, with its campus wide representation, has the responsibility of communicating the budget process and financial information to its constituents.

The deans share appropriate information with their respective constituencies. The vice chancellor of administrative services also presents information and answers questions for Faculty Senate through the Senate's Academic and Institutional Support subcommittee or directly at Faculty Senate meetings via question-and-answer sessions.

The UH system's FMIS provides each unit within the college with online access to view account information, budgets, expenditures, and encumbrances. Audit reports are public records and are available from the Office of the Vice Chancellor of Administrative Services. Audit reports became available online since April 2012 ([IIID-19](#)).

Campus Perception

From the 2011 Employee Satisfaction Survey, 54.1 percent of faculty and staff strongly agreed or agreed that "the information on the college's financial planning is clearly available to faculty/staff."

Self Evaluation

The college is performing at expectations in this standard.

In this standard, the college has demonstrated that financial information is shared in a variety of ways with the college community, from the "big picture" of the biennium request to the day-to-day operational details provided through FMIS.

Actionable Improvement Plans

None.

III.D.2.c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

Consistent with the UHCC’s reserve policy (IIID-35), Leeward CC has maintained a cash reserve of at least five percent of the unrestricted fund expenditures and encumbrances, excluding the dormitory special fund and the student activities revolving fund. This cash reserve balance is sufficient to meet unplanned contingencies, emergency response, and repair requests, and to ensure financial stability.

The unrestricted funds ending cash balance for the immediate past four fiscal years are as follows (IIID-36):

| | Total Ending Cash Balance | Ending Cash Balance in Excess of UHCC Reserve Policy |
|--|---------------------------|--|
| FY 2008 As of June 30, 2008 | \$2,718,915 | \$1,496,385 |
| FY 2009 As of June 30, 2009 | \$2,783,349 | \$1,378,443 |
| FY 2010 As of June 30, 2010 | \$4,465,215 | \$2,654,398 |
| FY 2011 As of June 30, 2011 | \$5,503,200 | \$3,605,046 |

Table 65, Unrestricted Funds Ending Cash Balance, FY 2008-FY 2011

Note: Ending cash balances include general, special, and revolving funds; excludes dormitory and student activities funds.

In addition to the cash reserves noted above, the UHCCs operate as a system of six community colleges, and funding is appropriated and allotted to the community colleges on behalf of the state legislature. Access to other sources of revenue is available should emergency conditions necessitate, if spending fluctuations occur, or if extraordinary conditions exist. The transfer of revenue is accomplished through cash transfers from within the UHCCs to and from the individual colleges. These transfers/transactions are managed and monitored by the UHCC budget office and serve to minimize the impacts to academic programs and services provided to students should a financial shortfall occur.

The college has two primary sources of revenue that are used to support the operating budget of the college: state general fund appropriations and tuition revenue. State general funds are appropriated to the UHCCs by the state legislature and allocated at the institutional level for each of the six community college campuses. State general fund revenues are used almost exclusively to pay employee salaries, whereas tuition revenue, which is deposited directly to the college, is used to support salaries and other operational expenses. Unexpended tuition revenue is the primary source of the college’s cash reserves, and these balances can be carried over into future fiscal years. As part of its five-year financial planning model, the college projects that state general fund appropriations will stabilize, enrollment growth will moderate, and revenue increases will be consistent with increases in student tuition, which are as follows: 4.1 percent for FY 2013, 5.0

percent for FY 2014, 7.5 percent for FY 2014, 7.0 percent for FY 2016, and 6.6 percent for FY 2017 ([IIID-19](#)).

Other revenue streams are generated in special and revolving fund accounts and include such items as transcript fees, library fines, and indirect cost recovery from grants and contracts. Extramural funding sources include funds received from federal agencies (for example, Department of Education, National Science Foundation, Department of Labor, Pell Grants, and Work Study), state and local agencies (for example, State Foundation for the Arts, 'Ōlelo, and Alu Like) and the UH Foundation. The college effectively manages cash flow utilizing a variety of revenue and expenditure forecasting tools and models, such as the budget level summary reporting system, to plan, manage, and assess campus funds and financial stability.

The state of Hawai'i, to include the UH and its ten campuses, is self-insured and provides insurance policies and coverage for all state agencies. The institution has a delegated responsibility to review potentially high-risk areas and activities and to ensure that these areas and activities are properly assessed to minimize or prevent the university's liability if legal action is brought against it.

Oversight for all insurance-related requirements and issues is provided to the college by the UH Office of Risk Management. Policies and procedures are outlined in UH Executive Policy E2.202, Risk and Insurance Management ([IIID-37](#)); UH Executive Policy E8.207, Risk Management ([IIID-38](#)); and UH Administrative Procedures A8.400, Risk Management Guidelines and Procedures ([IIID-39](#)).

The college has direct access to its unrestricted fund balances and reserves should a financial emergency occur or extraordinary financial obligation exist. The unrestricted fund balances and reserves are in excess of the UHCC reserve policy ([IIID-35](#)) and are sufficient to meet financial emergencies.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that, as part of the UH system, the college has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Actionable Improvement Plans

None.

III.D.2.d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

A variety of financial management tools and models are used to plan, project, monitor, and assess the financial condition of the college. This includes the use of the following:

- Quarterly budget level summary reporting system
- Monthly budget status reports
- Monthly cash management reports
- UH FMIS

Policies and procedures are in place to ensure financial management integrity at the college, regardless of the source of funds. These policies and procedures ensure that sufficient resources and fund availability (allocations, appropriations) exists, that proper expenditure authorizations are reviewed, and that Leeward CC is in compliance with all applicable statutes, rules, and regulations.

On January 31, 2011, the Accuity LLP concluded their financial and compliance audit on UH that covered the period July 1, 2009, to June 30, 2010. The study on internal control over financial reporting concluded by saying, "We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses." Incorporated as part of the consolidated financial statements is the agreed upon "Report of Independent Auditors on Supplemental Information," including the Statement of Net Assets and the Statement of Revenue, Expenses and Changes in Net Assets for the UHCCs. Leeward CC is included as part of the UH system audit and the aforementioned UHCC's Report of Independent Auditors on Supplemental Information. This information is also included as part of the ACCJC Annual Fiscal Report ([IIID-21](#)).

The college has not been cited for any material weaknesses or deficiencies in compliance or internal controls from audit findings over the last six years. A finding related to timely submission of employee travel completion reports was noted. Action was immediately taken by the UH system in updating administrative policies and procedures to address this minor concern. No other findings or notices have since been cited.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it continually implements changes to its financial procedures resulting from financial audits in a timely manner.

Actionable Improvement Plans

None.

III.D.2.e. All financial resources, including those from auxiliary activities, fundraising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Leeward CC has special fund accounts for campus units and activities, including the library, student activities, vending services, food services, and other programs that support the college. Audit and review of the college's special funds is included as part of the UH annual financial and compliance audit.

Monies from scholarships, fundraisers, and donations are housed in accounts under the UH Foundation and are monitored by the Foundation's internal control system. The UH Foundation's responsibilities are to ensure that properly authorized transactions are processed in a timely manner and that disbursements are in compliance with account restrictions and this policy.

The UH Central Accounting office and the Office of Research Services ([IIID-40](#)) oversee all grants to ensure that they are managed in accordance with all regulations, internal restrictions, and laws governing the agreements.

The college created a new grants coordinator position in the spring of 2010, which is an administrative, technical, and professional (APT) position. The grants coordinator assists faculty, program directors/coordinators, principal investigators, and administration in the efficient use of grant funds, timely delivery of reports, and other post-award activities. Additionally, the grants coordinator assists in pre-award submissions for new proposals. Some of these activities include searching for new grant opportunities specific to the college's strategic goals and program needs, coordinating faculty efforts in achieving grant awards, obtaining data relevant to program goals for specific grant solicitations, assisting in budget creation and review, and delivering proposals to the Office of Research Services for submission. The position was filled in the fall of 2010 and continues today as part of the OPPA.

Self Evaluation

The college is performing at expectations in this standard.

For this standard, the college has demonstrated that it adheres to a strict set of internal and UH system policies, procedures, and guidelines to ensure the integrity of its management of all financial resources.

Actionable Improvement Plans

None.

III.D.2.f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

Descriptive Summary

Administrative oversight through the Administrative Services staff and UH procedures ensure that all contracts are reviewed on multiple levels and approved prior to implementation. Some of the contractual agreements fulfill basic functions of a campus, such as the beverage and snack vending contracts. Other contractual agreements meet a need identified through the APR process, student surveys, or task force recommendations. The alignment of contractual agreements with the mission and goals is demonstrated through integration with the tactical plans of the strategic plan.

The college has a variety of contractual agreements, including purchase orders, service contracts, memoranda of agreement, concession contracts, consultant contracts, construction contracts, internships and externships, and lease agreements.

UH Administrative Procedure A8.200 - A8.299 ([IIID-41](#)) provides procurement guidelines for contracts and purchasing. For memoranda of agreement, Leeward CC adheres to UHCC Policy 8.102A ([IIID-42](#)). Internships and externships are covered by UH BOR Policies, Chapter 8 ([IIID-43](#)). UH Administrative Procedure A8.270 ([IIID-44](#)) covers lease agreements.

Examples of the contractual agreements include contracting for Student Health Center services with the UH Mānoa Student Health Center ([IIID-45](#)), the Xerox lease agreement ([IIID-46](#)), and the memorandum of agreement with Kapi'olani CC Nursing program ([IIID-47](#)). The vice chancellor of administrative services and support staff review all contractual agreements with external entities for compliance with established codes, regulations, policies, and procedures. Purchase orders for any service or items costing more than \$2,500 are placed on SuperQuote for bids. For amounts under \$2,500, the purchase order must be approved by the unit or division head, submitted to the Business Office, and then approved by the fiscal officer prior to any commitment of funds.

To limit liability, the college utilizes the UH service contract (Form 63) ([IIID-48](#)) that has been approved for use by the UH General Counsel office. UH service contracts must be completed and approved by the appropriate dean/director and then reviewed by the vice chancellor for administrative services. The total amount of the contract determines final signing authority. For amounts up to \$25,000, the college's fiscal officer reviews and approves. For amounts over \$25,000, final approval is granted by the UH System Office of Procurement and Real Property Management.

The UH service contract provides a termination clause which states, "UNIVERSITY shall have the right to terminate this contract upon TEN (10) days' written notice at any time and for any reason." UH Administrative Procedure A8.275, Contract Administration ([IIID-49](#)), provides provisions "to assure that the Contractor's total performance is in accordance with its contractual commitments and that the obligations of the University are fulfilled. It includes the monitoring and supervision of the contract actions from award of the contract to completion of the work required." APM A8.275 also provides guidelines for contract modification and termination.

The review process and policies ensure that all contracts are consistent with mission and goals of the college. As stated in UH BOR Policies, Chapter 8, Section 8-3, the policy and governing principals include the following: "The articulation of overall University and campus missions; the

development, coordination and review of long-range goals, objectives and directions to achieve these missions; and the development of programs and intermediate plans to implement these goals, objectives and directions” (IIID-43).

Self Evaluation

The college meets this standard.

Contractual agreements are subject to various UH system policies and procedures and oversight is provided by UH system staff, thereby ensuring that the college maintains its integrity in contractual agreements. Contracts are consistent with the college’s mission and goals.

Actionable Improvement Plans

None.

III.D.2.g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

Descriptive Summary

An independent auditing firm conducts a financial and compliance audit for the UH system on an annual basis. Part of the consolidated financial statements is the agreed upon “Report of Independent Auditors on Supplemental Information,” including the statement of net assets and the statement of revenue, expenses and changes in net assets for the UHCCs.

The college regularly evaluates and assesses its financial management processes through the APR process and the use of comparable measures. Examples of data collected, reviewed, and assessed include the following:

- Number of purchase orders, p-card transactions, and authorization of payment forms processed
- Average number of work days required to issue UH purchase orders as compared to past years and the UHCC system average
- Average number of work days required to submit purchase order payment documents to UH Disbursing Office
- Average number of work days required to issue UH Departmental Checks
- Number of Business Office full-time equivalent staff (Civil Service and APT)

UH and all ten campuses will undergo a significant administrative software system upgrade when the current financial management system will be replaced by the Quali Financial System. This change is scheduled to occur on July 1, 2012. A change of this magnitude will have a significant impact upon many of the university’s fundamental business practices. The system will provide a more robust, efficient, and reliable financial information system that is considered more user-friendly while providing access to more timely data to support decision making.

Response to the ACCJC's 2006 Recommendation

In the ACCJC's 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college's response to this recommendation.

Self Evaluation

The college is performing at expectations in this standard and is continuing to make improvements in this regard.

For this standard, the college has demonstrated that external audits coupled with the self-assessment and evaluation process contained within the framework of the APR process ensures the integrity of the financial management system. In addition, comparable measures of performance with other UHCC campuses provide quantifiable data that is used to assess effectiveness and efficiencies and identify potential areas for continuous improvement.

A successful implementation of the new Quali Financial System will provide more reliable and efficient financial management information to support decision makers and campus financial information system users. The college will continue to evaluate and assess the financial management processes through the APR process and comparable performance measures.

Actionable Improvement Plans

None.

III.D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

All units of the college participate in the APR process, which is part of a comprehensive strategy the college uses in assessing and evaluating program and resource effectiveness. The APRs provide an opportunity for units to collect assessment data on programs or services provided, review strengths and weaknesses, analyze performance metrics, and evaluate the effectiveness of the financial management at the college. In addition to participating in the college's APR process, all units within Administrative Services submit and report on specific workload and efficiency-comparable measures on an annual basis to the UHCC system. These measures, used in conjunction with other qualitative and quantitative data, are used to compare data among institutions, analyze and evaluate performance, and provide guidance on improvements in delivery of services and effective use of resources.

The college is also assessed and evaluated on the effective use of its financial resources on an annual basis through the UHCC performance funding incentive program. As a result of exceeding all five performance measure targets in FY 2011 and FY 2012, the college received 100 percent of its performance funding entitlement each year. Successful achievement of the performance measures can be partially attributable to, and is a validation of, the college's strategic resource investment in several student success initiatives. These allocations are reflected on the institution's operational expenditure plans for the respective fiscal years.

Additionally, every two years a formal institutional plan is produced to track the prioritization of planning items and their funding status. In 2011-2012, the College Effectiveness Report was created to review the institutional plans and analyze how well the planning process has led to resource allocations.

Campus Perception

During the roundtable discussions at convocation in the spring of 2012, faculty and staff talked about how the college was “thriving” and “struggling” in terms of assessing the effective use of financial resources for DE. For this topic, participants felt that there were financial resources available, but there is no planning process for DE. Additionally, there is no formal protocol for DE. Some participants suggested that the DE committee might want to include representation for financial resources since currently the committee’s focus is on technology and teaching. Another idea was to create a DE program in which an administrator is focused on DE-centralized coordination such as financial resources. A third suggestion was to add DE to all APRs where each division answers questions for both face-to-face and DE for areas such as financial resources.

The DE strategic plan that the DE Committee developed in the spring of 2012 ([IIID-50](#)) addresses many of the issues brought up at this roundtable discussion.

Response to the ACCJC’s 2006 Recommendation

In the ACCJC’s 2006 External Evaluation Report, the evaluation team recommended that the college maintain and evaluate its assessment, program review, and planning processes. In addition to the institutional analysis in this Accreditation Standard sub-section, see [Recommendation #1: Improving Institutional Effectiveness](#), for further discussion on the college’s response to this recommendation.

Self Evaluation

The college is performing at expectations for this standard and continuing to make improvements in this regard.

The APR process, in conjunction with the institutional plan, provides the framework for systematic evaluation of resource allocations. The effective use of financial resources can be seen in the tracking of data via the institutional plans, comparable performance measures, and the 2011-2012 College Effectiveness Report. Additional analysis is needed for how effective the resource allocations were in improving student learning.

Implementation of the APR process has led to a more comprehensive and inclusive means of planning, resource allocation, and measuring effectiveness. As a result of these comprehensive planning efforts, resource allocations are prioritized and then evaluated for their effectiveness.

In terms of the ACCJC’s Rubric for Evaluating Institutional Effectiveness, the college is performing at the Proficiency level for Part III (SLOs) based on the fact that appropriate resources to support and improve student learning are consistently allocated and fine tuned.

Actionable Improvement Plans

See [Standard III.A.6](#).

Standard III.D. Evidence

- IIID-1 **Leeward CC Mission Statement (Approved May 2012)**
<http://www.leeward.hawaii.edu/mission>

- IIID-2 **Leeward CC Strategic Plan, 2008-2015**
<http://www.leeward.hawaii.edu/oppa-strategic-plan>

- IIID-3 **2011 Leadership Retreat Agenda**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27114/Leadership_Retreat_Agenda_2011.pdf

- IIID-4 **2011 Leadership Retreat Notes**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27113/LCCRetreat-SummaryNotes.pdf>

- IIID-5 **Leeward CC Annual Program Review Planning Lists , 2010-2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2819>

- IIID-6 **Leeward CC Institutional Plans**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-2724>

- IIID-7 **2011-2012 College Effectiveness Report**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27285/IE_Report_v6.pdf

- IIID-8 **UH CFO Budget Preparation Instructions**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26601/2011-2013BIBudgetInstructions.pdf>

- IIID-9 **UH President Budget Policy Paper**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26600/2011-2013BIBudgetpolicypaper.pdf>

- IIID-10 **UH Budget Policy April 2010 presentation**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26610/budget_policy_apr2010.pdf

- IIID-11 **Biennium Budget for Fiscal Years 2012-2013 Memorandum**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26602/2011-13%20BB-Board%20Action%20Memo.pdf>

- IIID-12 **UH Long Term Plan presented to Legislature**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26603/scr137_2007_scr79_2007_2008_ltfp_report.pdf

- IIID-13 **Distance Education Substantive Change Request, March 14, 2008**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26604/SubstantiveChange_final_2008_03_14.pdf

- IIID-14 **Operational Expenditure Plan FY2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26605/FY2011_LeeCC_OEP_Final.pdf

- IIID-15 **Campus Council By-Laws**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26606/CCRevised-ConstitutionBylaws_04_20_09%281%29.pdf

- IIID-16 **Budget Presentations**
<http://intranet.leeward.hawaii.edu/page/650>
- IIID-17 **Campus Council Minutes with Budget Update, October 3, 2011**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26607/CC%20Minutes%2010-03-2011-approved.pdf>
- IIID-18 **Act 188**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27117/Act188_approved.pdf
- IIID-19 **Leeward CC Budget Intranet site (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/budget>
- IIID-20 **2009-2015 UH Professional Assembly Agreement**
<http://www.uhpa.org/uha-bor-contract>
- IIID-21 **2012 ACCJC Annual Fiscal Report**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27118/Annual%20Fiscal%20Report%202012.pdf>
- IIID-22 **State of Hawai'i Budget System**
<http://hawaii.gov/budget/stateofhawaiifinances/budgetsystem>
- IIID-23 **Completed Annual Program Review Templates**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/View/Collection-93>
- IIID-24 **Annual Review of Program Data Website**
<http://www.hawaii.edu/offices/cc/arpd/index.php>
- IIID-25 **OPPA Intranet site (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/436>
- IIID-26 **Campus Council Survey on the Annual Program Review Effectiveness**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27287/Survey%20Results%20APR%20Process%20Aug%202011.pdf>
- IIID-27 **Leeward CC Employee Satisfaction Survey, May 2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27286/LeewardCC_Employee_Satisfaction_Survey_2011_05_26.pdf
- IIID-28 **Division Chair Meeting Minutes (Login Needed)**
<http://intranet.leeward.hawaii.edu/group/division-chairs>
- IIID-29 **Campus Council Meeting Minutes (Login Needed)**
<http://intranet.leeward.hawaii.edu/page/411>
- IIID-30 **Faculty Senate Meeting Minutes**
<http://emedia.leeward.hawaii.edu/senate/minutes.html>
- IIID-31 **Annual Program Review Webpage**
<http://www.leeward.hawaii.edu/annual-program-review>
- IIID-32 **Financial Management and Information System (Login Needed)**
<https://www.hawaii.edu/fmis/>
- IIID-33 **UHCC System Budget Website**
http://www.hawaii.edu/offices/cc/ccadminbp_budgetDevelopment.html

- IIID-34 **UH System Budget Website**
<http://www.hawaii.edu/budget/>
- IIID-35 **UHCCP Policy 8.201 – Unrestricted Fund Reserve Policy, January 2009**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26612/UHCCP_8.201.pdf
- IIID-36 **UHCC Reserve Status Report, 6/30/2011**
http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-27306/UHCC_Reserve_Status_Report_6-30-2011.pdf
- IIID-37 **UH Executive Policy E2.202 – Risk and Insurance Management Policy**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26613/e2202.pdf>
- IIID-38 **UH Executive Policy E8.207 – Risk Management**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26614/e8207.pdf>
- IIID-39 **UH Administrative Procedures A8.400 – Risk Management Guidelines and Procedures**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26615/a8400.pdf>
- IIID-40 **Office of Research Services**
<http://www.ors.hawaii.edu/>
- IIID-41 **UH Administrative Procedures (AP) on Procurement (A8.200 - A8.299)**
<http://www.hawaii.edu/apis/apm/a8200.php>
- IIID-42 **UHCC Policy 8.102 – Delegation of Authority**
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- IIID-43 **BOR Policy, Chapter 8 Business and Finance**
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- IIID-44 **UH Administrative Procedure A8.270**
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- IIID-45 **Contract: Health Center Services with UHM**
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- IIID-46 **Xerox Lease agreement**
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- IIID-47 **Memorandum of Agreement with Kapi'olani CC Nursing Program**
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- IIID-48 **UH Service Contract, Form 63**
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- IIID-49 **UH Administrative Procedure A8.275 Contract Administration**
<http://documents.leeward.hawaii.edu:8080/docushare/dsweb/Get/Document-26620/A8275.pdf>
- IIID-50 **Distance Education Strategic Plan**
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